ED 264 362 AA 001 146

Resources in Education (RIE). Volume 21, Number 5.

Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 86

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $70.00 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 264 375 CE 042 728

Larsen, R. Ann

Crossword Puzzles and Conversation: An Approach to Teaching Pre-Employment and On-the-Job Communication Skills to Adult (Refugee) ESL Students. Special Experimental Demonstration Project--Adult Education.

Wenatchee Valley Coll., Wenatchee, Wash.

SPONS. AGENCY- Washington State Office of the State Superintendent of Public Instruction, Olympia. Div. of Adult Education and Community Schools.
PUB DATE- 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Communication Skills; *Communicative Competence (Languages); *Conversational Language Courses; Employment Interviews; *English (Second Language); Equipment Utilization; Fringe Benefits; Job Application; Occupational Safety and Health; Puzzles; Refugees; Scheduling; *Second Language Instruction; Vocabulary Development; Vocational Adjustment; *Vocational English (Second Language); Wages; Work Environment; Working Hours
IDENTIFIERS- 310 Project; *Crossword Puzzles

This curriculum guide is intended to help high school and adult refugees master the preemployment and on-the-job English as a Second Language (ESL) communication skills that are essential to survival in the workplace. The following topics are covered in the individual lessons: job application, occupations and duties, help wanted ads, job application forms, job interviews, rules and policies at work, work schedules, tools and equipment, and job safety, and payroll deductions and job benefits. Each section contains an introductory page, a set of conversations, vocabulary lists, a crossword puzzle, and crossword puzzle clues. A set of crossword puzzle answer keys and a bibliography are also provided. (MN)

ED 264 390 CE 043 018

Schmelter-Davis, Lynne
Vocational Evaluation of Handicapped College Students: Hearing, Motor and Visually Impaired. A Testing Manual.
Brookdale Community Coll., Lincroft, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
REPORT NO.- ISBN-0-916855-01-5
PUB DATE- 84
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Aptitude Tests; Career Planning; *College Students; *Disabilities; Hearing Impairments; Higher Education; Interest Inventories; Personality Measures; Physical Disabilities; Student Evaluation; *Tests; *Test Selection; Test Use; Visual Impairments; *Vocational Aptitude; *Vocational Evaluation

This manual was developed to provide as complete a list as possible of vocational evaluation measures currently used by college professionals that can be appropriately used with hearing-, sight-, or motor-impaired college students, as well as with normal students. Specific modifications and/or adaptations are described. The major criterion used in the selection of the measures was their appropriateness for use in a college setting. Ease of administration, economy, and known availability were all factors in selection. The manual is organized in four parts. The first part provides a rationale for the manual and describes its uses. The second part of the manual discusses adaptation techniques for the sight impaired, the hearing impaired, and the motor impaired, while the third and longest part describes assessment measures. This part is divided into three main sections: ability and aptitude tests, personality tests, and interest tests. Within each group, measures are listed alphabetically by title. General information, counselor information, and norms are given as well as guidelines for test adaptations as appropriate for different handicaps. Test publisher, address, and price are also included. The final part of the manual is a list of suggested readings. (KC)

ED 264 404 CE 043 080

Computer Service Technician "COMPS." Curriculum Grant 1985.
Schoolcraft Coll., Livonia, Mich.

PUB DATE- 28 Jun 85
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Associate Degrees; College Programs; Computer Science; *Computer Science Education; *Course Content; Course Descriptions; Course Organization; *Curriculum Development; Educational Facilities; Educational Needs; *Electricity; *Electronics; Equipment; *Technical Occupations; Two Year Colleges; Units of Study
IDENTIFIERS- *Computer Technicians

This document is a curriculum guide for a program in computer service technology developed at Schoolcraft College, Livonia, Michigan. The program is designed to give students a strong background in the fundamentals of electricity, electronic devices, and basic circuits (digital and linear). The curriculum includes laboratory demonstrations of the principles taught in class, affording practical experience in fabrication, instrumentation, and presentation. The curriculum guide outlines the courses to be included in the computer service technology program, suggests employment options, provides goal statements, and identifies existing and needed program equipment. The guide also describes the classroom and laboratory settings needed, outlines specialty courses, suggests a sequence of courses, and includes a short description of the Schoolcraft College program evaluation system. (KC)

ED 264 421 CE 043 141

Borus, Michael E.; And Others

Policy Findings Related to Military Service from the Youth Cohort of the National Longitudinal Surveys of Labor Market Experience.

Defense Manpower Data Center, Arlington, VA.; Ohio State Univ., Columbus. Center for Human Resource Research.

SPONS. AGENCY- Air Force Office of Scientific Research, Arlington, Va.; Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.; Employment and Training Administration (DOL), Washington, D.C.; Office of Naval Research, Arlington, Va.; Office of the Assistant Secretary of Defense for Manpower, Installations and Logistics (DOD), Washington, DC.

PUB DATE- Apr 85

NOTE- 42p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Blacks; Comparative Analysis; Demography; *Employment Patterns; *Enlisted Personnel; Hispanic Americans; Influences; Labor Market; Longitudinal Studies; Military Personnel; *Military Service; *Minority Groups; National Surveys; Policy Formation; Public Policy; *Recruitment; Whites; *Youth Employment

IDENTIFIERS- National Longitudinal Survey Youth Labor Market Ex

Two data waves from the Youth Cohort of the National Longitudinal Surveys of Labor Market Experience compared Black, Hispanic, and White servicemen with their civilian counterparts to determine what types of persons are more likely to enlist in the military. Comparisons of minority servicemen with their civilian peers who are employed full time showed that those who chose the service had better-educated parents, were better educated themselves, and had higher educational expectations and better scores on the Knowledge of the World of Work Test. The following characteristics tended to increase enlistment intentions among Whites: lower parental education, longer employment, residing in a state with high unemployment, the desire for occupational training, and approval of one's enlistment by a significant other person. Among Hispanics, the only correlation found to be statistically significant was that of approval by a significant other; among Blacks, having been in the labor force and having lived in a single-parent household by the age of 14 increased the likelihood of enlistment. Although males and females aged 17 to 21 in 1980 agreed that serving in the military was a good thing to do, only 22 percent of the males and 11 percent of the females said they would try to enlist. (MN)

ED 264 435 CE 043 162

Borman, Kathryn M., Ed.; And Others
The Adolescent Worker.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 237p.
GRANT- NIE-G-83-0005
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Career Choice; Case Studies; Dismissal (Personnel); *Education Work Relationship; *Employer Employee Relationship; Employment Experience; Employment Patterns; *Employment Practices; *Entry Workers; Job Layoff; Job Performance; Job Search Methods; Job Training; Labor Turnover; Longitudinal Studies; Occupational Aspiration; Unemployment; *Vocational Adjustment; Work Attitudes; Work Environment; Working Hours; Young Adults; *Youth Employment

The Adolescent Worker Study was designed to provide an in-depth analysis of the job experiences and related life histories of out-of-school working youth. To do this, a team of investigators first identified work sites across a range of industrial sectors that were currently engaged in hiring young workers between the ages of 17 and 21. Then, the team engaged the participation of the next young person to be hired in each work site. As a result, 25 case histories were compiled and analyzed. The case studies of youth in work settings provide an anthology of the meaning of work for adolescents employed in organizationally and technologically diverse work settings. The research has uncovered the nature of workplace processes affecting all young workers' job experience and future mobility, namely, finding a job, combating negative attributions, fitting into a job, receiving training, negotiating authority, and quitting or losing a job. Although it is difficult to generalize, the research indicates that accounts of the transition to work by out-of-school, noncollege-educated youth must consider at least these six processes. All young people entering jobs can benefit by understanding that these six dimensions of job-related experiences are likely to become issues at some point in their work lives. (KC)

ED 264 448 CG 018 676

Americans at Risk: The Case of the Medically Uninsured. Hearing before the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Hrg-99-195

PUB DATE- 27 Jun 85

NOTE- 120p.; Serial No. 99-6. Some pages may be marginally reproducible.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Females; *Financial Problems; *Health Insurance; Hearings; *High Risk Persons; *Medical Services; Middle Aged Adults; Older Adults; *State Action; State Programs

IDENTIFIERS- Congress 99th

This document presents witness testimonies and prepared statements from the Congressional hearing called to examine the plight of the medically uninsured in America. Opening statements are included from Senators John Heinz, Charles E. Grassley, Christopher J. Dodd, and John Glenn; prepared statements are given from Senators Lawton Chiles and Jeremiah Denton. The first panel of witnesses includes two women who discuss their medical problems and the difficulties they have in paying medical bills; and the vice president of a benefits compensation, consulting, and risk management company who describes the problems older persons have in obtaining health insurance. The second panel consists of a physician from Cook County Hospital, Chicago; the president of the Cuyahoga County Hospital System, (Ohio); a Princeton University economics professor; and a health policy consultant. Witnesses describe situations in which acutely ill persons with no insurance are denied treatment at private institutions, and discuss the growing number of emergency room-to-emergency room transfers, problems of indigent care, and the responses various states are making concerning the medically uninsured. Expanding Medicaid programs, expanding existing state-funded programs, and imposing obligations on medical care providers to finance charity care are three areas of state action which are considered. The appendix contains other related materials, including a background paper on the medically uninsured and several testimonial letters. (NRB)

ED 264 463 CG 018 691

Buck, Carolyn B.; Pineda, Cecilia

A Peer Counseling Training Module for Campus Outreach and Support Services.

PUB DATE- Feb 85
NOTE- 35p.; Paper presented at the Annual Meeting of the California Association for Counseling and Development (San Diego, CA, February 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Counselor Training; Higher Education; *High Risk Students; *Peer Counseling; *Student Adjustment; Student Attrition; *Student College Relationship; Student Needs

Peer counselors can be a highly effective means of counseling in academic institutions. Peer counselors are used at the University of California, San Diego in the Academic Success Program. The targeted students to be helped are from economically or socially disadvantaged backgrounds and/or minority groups. This program was designed to ensure high-risk students success and retention rates. Trained student paraprofessionals (peer counselors) facilitate other students' success. Training is provided to potential peer counselors in a course entitled "The Psychology of Teaching". The class includes skills development, formation of counseling skills, conflict management, establishing relationships, and sensitivity to issues of ethnic students. A practicum component involves role playing and skill practice. Selection of counselors is based on maturity, communication skills, and understanding of the program's goals and commitment. Once selected, counselors receive further training in intervention skills, cardiopulmonary resusitation, team building, campus services, and program goals. Peer counselors help students with academic choices, financial aid, work-study opportunities, and housing clients. Academic progress is monitored and academic support is arranged when needed. Difficult problems are referred to the coordinator. Client students appreciate the help and peer counselors experience personal growth. (ABL)

ED 264 477 CG 018 705

Lovett, Steven B.; Rappaport, Meryl B.
Leisure Activities for Dementia Patients.
PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Western Gerontological Society (31st, Denver, CO, March 16-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at. ." (150)
DESCRIPTORS- *Individual Needs; *Leisure Time; *Mental Disorders; Older Adults; *Recreational Activities; *Stress Variables
IDENTIFIERS- *Caregivers

Research has shown that being a caregiver is often very stressful, particularly for individuals acting as caregivers for a demented elder. Caregivers might gain needed time to relax if there were leisure time activities available for demented individuals. A study was undertaken which involved development of the leisure activities; selection and pre-testing of caregivers and elders; use of activities and evaluation of their effect on caregivers; and follow-up of the effects once the activities were discontinued. Activity development resulted in 26 activities in the areas of games, arts and crafts, physical activities, and household activities. Participants were eight caregivers of demented male veterans who tried activities during weeks 3-8 of the 10-week participation period. Caregivers completed the Zarit Burden Scale before and after participation and recorded daily ratings of amount of relaxation experienced by the caregiver, time available for relaxation, and pleasantness of time spent interacting with their demented elder. Activity ratings were also obtained. The results of the pilot study revealed that elders spent an average of 33 minutes on a leisure activity each time they engaged in one. Caregivers, however, did not report more time to relax, nor did they report feeling more relaxed when their elders engaged in activities. In addition, caregivers did not perceive their interactions with their demented elders to be more pleasant on activity days. (NRB)

Neugroschel, William J.; Notzon, Linda R.

A Model of Consumer Decision Making in the Selection of a Long-Term Care Facility.

PUB DATE- Nov 85
NOTE- 26p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consumer Economics; *Decision Making; *Family Role; Individual Power; Institutionalized Persons; *Nursing Homes; *Older Adults; Residential Care
IDENTIFIERS- Long Term Care; *Long Term Care Facilities

Since nursing home placement is frequently the last choice for families of elderly people who need long-term care, little literature exists which delineates a model for consumer decision making in the selection of a specific long-term care facility. Critical issues include the following: (1) who actually makes the selection; (2) what other individuals influence this decision; (3) what facility characteristics are important; and (4) how the decision is made. To explore these issues, a survey of over 400 families of nursing home residents was conducted. Results explored a 5-stage decision making model (need, input, visitation, evaluation/selection, validation). Findings indicated that a resident's relative most often made the facility selection decision, with help from the family doctor, and that the resident's opinion was infrequently ranked important. Facility location emerged as a major selection factor with most respondents limiting driving time to 20 minutes. The most important facility characteristics according to families included cleanliness, level and quality of care, attitude and competence of staff, and food quality. Further research is needed to determine whether the elderly are voluntarily giving up their control of the selection decision. In addition, educational programs should be implemented to help families and prospective residents evaluate the differences between the medical and social services being provided in various long-term care facilities. (Author/ABL)

ED 264 506 CG 018 734

Shneidman, Edwin S.
Ten Commonalities of Suicide and Some Implications for Public Policy.
PUB DATE- 23 Aug 85
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Theories; Counseling Services; Counselor Role; Helping Relationship; Personality Traits; *Prevention; *Psychological Patterns; Psychotherapy; Public Education; *Public Policy; *Suicide

This paper describes 10 common characteristics of suicide that pertain to suicide committed at any age. Each characteristic is defined and analyzed, with specific approaches to treatment identified. The 10 characteristics, based on clinical experience and the relevant work of others, are listed. The commonalities discussed include: (1) the common purpose of suicide (to seek a solution); (2) the common goal of suicide (cessation of consciousness); (3) the common stimulus (psychological pain); (4) the common stressor (frustrated psychological needs); (5) the common emotion (hopelessness-helplessness); (6) the common internal attitude toward suicide (ambivalence); (7) the common cognitive state (constriction); (8) the common action (escape); (9) the common interpersonal act (communication of intention); and (10) the common consistency in suicide (lifelong coping patterns). Several hypotheses are proposed about the implications of this view of suicide for public policy. The hypotheses suggest that the more identifiable the risk, the more targeted will be the public response to relieve it; the more focused the political activity on behalf of potential victims, the more intense will be the public policy on that general topic; the more elevated the status of the potential victims, the more intense will be the public policy response (or vice versa); and the more congruent the prevention strategies are with current political and policy trends, the more active will be the public response on that topic. (ABB)

ED 264 520 CS 008 191

Levinski, Carol; And Others
Overview of the Demonstration Program in Reading, Santa Fe Middle School. Teacher To Teacher. Revised.
Monrovia Unified School District, CA.

PUB DATE- Sep 81
NOTE- 46p.; Photographs may not reproduce well. For related documents, see CS 008 192-193.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Demonstration Programs; Elementary Education; *Learning Activities; Middle Schools; Program Evaluation; Reading Achievement; *Reading Centers; Reading Comprehension; Reading Difficulties; Reading Improvement; Reading Instruction; *Reading Programs; Reading Skills; Reading Tests; Skill Development; *Student Motivation

An overview of a demonstration program in reading designed to improve students' reading skills and their attitudes toward reading at the middle school level is described in this booklet. Following introductory information about the program, the booklet lists some highlights of the program, including testing methods, student contracts, the point system, conferences, parent involvement, and ways of motivating students. Sample materials for recordkeeping and for administering the program are included in this section. The next section, "Reading and Writing Go Hand-in-Hand," discusses the use of daily journals, a "newspaper" written by reading center students, pen pal letters, and creative writing, and includes bulletin board ideas and illustrations. The following section describes evaluation philosophies and methods, and contains an individual grade report form, the current district report card, the student improvement record form, a reading attitude scale, and a diagnostic profile. Lists of suggested tests for assessment, suggested instructional materials, and publishers' addresses are also included. (EL)

Tovey, Duane R., Ed.; Kerber, James E., Ed.
Roles in Literacy Learning: A New Perspective.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-962-7
PUB DATE- 86
NOTE- 187p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 962, $7.00 member, $10.50 nonmember).
LANGUAGE English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Early Childhood Education; Environmental Influences; *Learning Processes; *Literacy; Parent Influence; Parent Role; *Reading Instruction; *Reading Processes; Reading Readiness; *Reading Research; Reading Skills; Reading Teachers; Student Role; Teacher Role; Theory Practice Relationship; Writing Skills
IDENTIFIERS- Whole Language Approach

Refining and better understanding the roles parents, teachers, administrators, and researchers play in helping children learn to process written language is the focus of this book. Part 1 considers the role of the parents and includes the following articles: "Learning to Read: It Starts in the Home" (David B. Doake): "Let's Read Another One" (Diane L. Chapman); and "Literacy Environment in the Home and Community" (Yetta M. Goodman and Myna M. Haussler). Part 2 considers the role of the teacher in the following articles: "Teaching and Language Centered Programs" (MaryAnne Hall); "Guiding a Natural Process" (Don Holdaway); and "Nourishing and Sustaining Reading" (Margaret Meek Spencer). The articles in part 3 discuss the role of the child: "Apprenticeship in the Art of Literacy" (Anne D. Forester); "Children's Quest for Literacy" (John McInnes); and "Children Write to Read and Read to Write" (Diane E. DeFord). The articles in part 4 consider the role of the administrator: "Emergence of an Administrator" (Marilyn D. Reed); "Removing the 'We-They' Syndrome" (G. William Stratton); and "Cultivating Teacher Power" (Moira G. McKenzie). The role of the researcher is covered in part 5 in the final articles: "Theory, Practice, and Research in Literacy Learning" (Robert Emans); "Reading Research at the One Century Mark" (Edmund H. Henderson); and "The Researcher, Whole Language, and Reading" (William D. Page). (EL)

ED 264 550 CS 008 307

The Reading Report Card: Progress Toward Excellence in Our Schools. Trends in Reading over Four National Assessments, 1971-1984. Report No. 15-R-01.

National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-034-7; NAEP-15-R-01
PUB DATE- 85
NOTE- 75p.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basic Skills; Critical Thinking; *Educational Assessment; *Educational Trends; Elementary Secondary Education; *National Surveys; *Reading Achievement; Reading Comprehension; Reading Improvement; Reading Instruction; *Reading Research; Student Improvement; *Trend Analysis
IDENTIFIERS- *National Assessment of Educational Progress

Focusing on trends in reading achievement during the period from 1970 to 1984, this report draws from national assessments that involved more than 250,000 9-, 13-, and 17-year-old students from a wide range of socioeconomic backgrounds. The first chapter (1) provides an overview of the report; (2) summarizes recent achievements documented by the surveys, including improvements in reading made by Black, Hispanic and disadvantaged students; (3) lists areas in which more improvement is needed; and (4) cites other trends revealed by the data. The findings include: (1) the reading proficiency of males has trailed that of females in all four reading assessments; (2) the gaps between the regions of the country have narrowed considerably due primarily to improvements in the Southeastern region (except for that region's 9-year-olds); (3) the influence of home environment is apparent in that students from homes with an abundance of reading materials are substantially better readers than those with few materials available and students whose parents have post-high school education read substantially better than those whose parents have not graduated from high school; (4) six or more hours of TV viewing per day is consistently and strongly related to lower reading proficiency; and (5) students who receive homework and do it tend to read better than students who do not have homework or do not do it. The major portion of the second chapter offers brief descriptions of the five levels of proficiency defined by the reading tasks used in the surveys and gives data showing the number of students in each age group who attained each level. The third chapter examines the data to discover exactly who has been improving, providing figures for Black, Hispanic, and White students, for males and females, and for students in different types of communities and in different regions. The fourth chapter looks at influences on reading proficiency, including parents' level of education, reading materials in the home, the effects of television, and homework. Appendixes contain descriptions of procedures used in the National Assessment of Educational Progress (NAEP) reading assessments and extensive tables of data. (FL)

ED 264 565 CS 209 435

Gerhard, Christian; Smith, Laura J.

The Secondary Student's Approach to Expository Text Processing: A Preliminary Study of Written Paragraphs Based on a Four-Word Category.

PUB DATE- Jul 85
NOTE- 25p.; Paper presented at the Annual Conference of the United Kingdom Reading Association (Reading, England, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cognitive Development; Cognitive Processes; Developmental Stages; *Language Processing; *Paragraph Composition; *Reading Comprehension; *Reading Research; Reading Writing Relationship; Research Needs; Secondary Education; *Writing Skills
IDENTIFIERS- *Text Processing; Writing Style

Recognizing the need for some form of evaluation of students' ability to understand the organization of ideas in different subject areas, a study was conducted to evaluate 450 paragraphs written by students aged 12 to 17. Students chose one of three groups of four words each to write on. Each group represented a category, the subjects being vehicles, shelter, and emotion. The student was asked to select the word which could be a heading for the other three and use that word as a basis for the first sentence of a paragraph. The three other words were then to be used as a basis for three more sentences to complete the paragraph. Results supported the hypothesis that the proportion of students choosing the correct superordinate word in each word group would increase from the youngest to the oldest class. Results did not prove, however, that girls would choose the correct superordinate word more often than boys. Results also indicated a significantly larger proportion of students in the two youngest classes writing narrative paragraphs and using the first person than in the older four classes. The study concluded that further research is needed to establish relationships between reading and the ability to understand the organization of ideas when reading. A five-page bibliography is appended. (HOD)

ED 264 580 CS 209 483

Rollin, Maria Farias
Three Factors in the Written Production of Limited English Writers in Freshman Composition Courses at U.T. El Paso.
PUB DATE- Aug 85
NOTE- 181p.; M.A. Thesis, University of Texas at El Paso.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- College Freshmen; Discourse Analysis; English (Second Language); Error Analysis (Language); Higher Education; Reading Diagnosis; Reading Research; Semantics; *Student Needs; *Teaching Methods; *Writing Difficulties; Writing Evaluation; *Writing Research
IDENTIFIERS- *Limited English Writers

Noting that there are students with limited writing ability who belong neither in regular English composition classes nor in classes for speakers of other languages (ESOL), this paper reports on a study conducted at the University of Texas, EL Paso to produce a profile of 30 limited English writers. Following an introduction to the family backgrounds of these students and the nature of the study, the first three sections of the paper discuss three factors that may contribute to their peculiar situation in freshman writing courses, that is, "betwixt and between" ESOL and English. These three factors--the error factor, the discourse factor, and the reading factor--are gleaned from an examination of student writing samples, reading scores, and student interviews. The fourth section provides an interpretation of the results and posits a theoretical explanation for the performance of the students on the writing tasks. This explanation is based on three current theories of the sociology of language to the effect that language competence is inextricably bound to the idea of sociocultural context and that there are multiple reasons, both local and global, for the underachievement of limited English writers. The final section of the paper presents conclusions, specifically that reading, though not the answer to all of the students' problems, is a major consideration, and that reading and writing are part of a continuum and both should be improved to find a working solution in the writing performance of limited English writers. Tables of data are included in the text, and writing prompts and surveys used in the study are appended. (HTH)

ED 264 594 CS 209 514

Shugert, Diane P., Ed.
Money, Money, Money.
Connecticut Council of Teachers of English.
PUB DATE- 82
NOTE- 165p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 32154, $5.00 member, $6.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Career Development; *Consultants; Employment Experience; *Employment Opportunities; Job Satisfaction; Personal Narratives; Professional Development; *Teacher Employment; *Writing for Publication
IDENTIFIERS- *English Teachers; *Free Lance Market

Intended to show that English teachers' activities outside the classroom enhance their regular classroom work and permit them to teach new, larger audiences, the articles in this journal issue emphasize how English teachers can reevaluate their skills and express those skills in a language that businesses understand. Some of the articles explain business itself; some describe the mechanics of consulting, freelance writing, or speaking for pay; and some, through anecdote and narrative, tell of the psychological changes that accompany the exercise of new talents. Others are humorous or poetic views of the situation. Two further themes pervade the articles. First, that changes come gradually and require considerable soul searching and preparation, especially since personal histories that end with a new job or an increased income usually begin with extra work or no pay at all. Second, that attitude is everything. Among some of the specific topics discussed are job resource files, what employers in business look for in a resume, magazine writing, and homebound instruction. (HOD)

ED 264 609 CS 505 106

Spitzberg, Brian H.; Cupach, William R.
Self-Monitoring and Relational Competence.
PUB DATE- Nov 81
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Higher Education; Interaction; *Interaction Process Analysis; *Interpersonal Communication; *Interpersonal Competence; *Predictor Variables; Role Perception; *Self Evaluation (Individuals)

Forty-nine college students participated in a study designed to determine the relationships among self-monitoring, relational competence, and relational intimacy. Each student was asked to find a willing conversational partner, to decide upon a conversation they had recently, and--without consulting with each other--to complete a questionnaire about that conversation. The questionnaire was composed of scales intended to measure perceptions of a partner's communication competence, perceptions of one's own competence, and self-monitoring behavior--the tendency of individuals to focus on internal or external cues for regulating self-behavior. It was hypothesized that self-rated competence would be positively related with self-ratings of other's competence and that self-monitoring would be positively associated with self-rated competence. Results, however, did not support these hypotheses. Self-monitoring appeared to have little effect on other-competence or on the correlation between self-competence and other-competence. Collectively, the findings indicate that the self-monitoring construct does not significantly predict competent interaction but may combine with competence to predict possible outcomes of competent interaction. References and tables are appended. (FL)

ED 264 625 CS 505 143

Dallinger, Judith M.

The Influence of Task Characteristics upon Task-Communication Network Roles.

PUB DATE- Nov 85
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; *Communication Research; *Communication Skills; Feedback; *Job Satisfaction; *Network Analysis; *Organizational Communication; Personal Autonomy; Task Analysis
IDENTIFIERS- *Job Characteristics

Approximately 200 employees of small and medium sized businesses participated in a study to determine if their task characteristics affected the communication network roles they enact. Specifically, the study investigated the effects of variety, autonomy, task identity, feedback, dealing with others, and friendship opportunities on the network role enactment of isolates (employees with few relationships within the organization), liaisons (those with links to two or more groups), and group members (employees who have more ties with each other than with other organizational members). Results of a discriminant analysis procedure supported the idea of the overall influence of task characteristics on role enactment. In particular: (1) autonomy and identity were associated with the role of isolate; (2) variety was associated with group members; and (3) feedback and dealing with others were associated with liaisons. Friendship opportunities failed to discriminate among the roles. (FL)

ED 264 639 EA 017 968

O'Reilly, Robert C.; Sayler, Mary R.
Handicapped Children in Schools: Administrators and the Courts. Revised.
PUB DATE- 12 Aug 85
NOTE- 22p.; Prepared for the UNO-SDE Seminars for Building Administrators, 1984-85 (Omaha, NE, January 24, 1985); revised for the Annual Meeting of the National Conference of Professors of Educational Administration (Starkville, MS, August 12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; Board of Education Role; *Court Litigation; *Disabilities; Educational Discrimination; Educational Malpractice; Elementary Secondary Education; Handicap Identification; *Individualized Education Programs; Mainstreaming; Parent Rights; *Principals; Pupil Personnel Services; *School Law; Special Schools; Student Placement; Student Rights; Student Transportation; Time Factors (Learning)
IDENTIFIERS- Education for All Handicapped Children Act; Negligence; Vocational Rehabilitation Act 1973

School principals perform a crucial role in discharging a school system's legal obligations toward the handicapped. Since principals are unable to supply money damages, they are rarely primary targets of lawsuits involving handicapped children, but their role in representing Individualized Education Programs (IEPs) to parents is critical. Thus, legal problems over IEPs inevitably involve the principal. Sixteen recent court cases are analyzed as representing problematic issues, which may be summarized as follows: (1) the school district's financial responsibility in cases of disputed placements (Adams Central v. Deist, Rowe v. Henry County Board, Clevenger v. Oak Ridge Board, Doe v. Anrig, Town of Burlington v. Department of Education for the Commonwealth of Massachusetts); (2) the appropriateness of placing blind students in an allegedly earthquake-prone school site (Students of California School for the Blind v. Honig; (3) a district's reevaluation of an IEP without parental permission (Carroll v. Capalbo); (4) whether placements made without proper testing or parental permission were discriminatory (Carter v. Orleans Parish Schools); (5) a district's financial and operational responsibilities for special transportation (Dubois v. Connecticut State Board, Hurry v. Jones) and whether a change in transportation constitutes a change in placement (DeLeon v. Susquehanna Community School District); (6) protection under governmental immunity laws for school staff in cases of misdiagnosis (Brosnan v. Livonia Schools); (7) whether a district may be required to provide some disabled children with more than the standard number of instructional days (Crawford v. Pittman); (8) the extent of the district's responsibility to provide special instruction assistance (Rowley v. Hendrick Hudson Board); (9) the circumstances under which a district must pay attorney's fees (Irving Schools v. Tatro); and (10) the extent of a district's responsibility for special medical assistance (State of Hawaii v. Katherine D.). (MCG)

ED 264 652 EA 018 102

Lintz, M. N.; Achilles Charles M.

Studies of Public Confidence in Schools and Some Applications of the Results.

PUB DATE- Sep 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (September 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Community Support; Elementary Secondary Education; Feedback; Organizational Communication; Public Opinion; *Public Relations; *Public Support; *School Community Relationship; *School Support; Surveys
IDENTIFIERS- Knoxville City Schools TN; Phi Delta Kappa

This paper reports preliminary findings from data gathering efforts of the Phi Delta Kappa (PDK) Commission on Developing Public Confidence in the Schools, and then charts several applications of some confidence-building techniques. A pilot test identified factors that caused people to gain or lose confidence in schools. Respondents (N=409) indicated that people associated with the schools-educators-are most responsible for both the public's gain and loss of confidence in schools. In the second part of the study, a detailed PDK questionnaire was sent to 148 public schools that were identified as having positive images and the public's confidence. Responses were coded according to categories within three areas: (1) character of setting, (2) attitudes and values, and (3) activities and program features. Findings suggest that valid school-community communication seems to be instrumental in developing confidence in public schools. A description follows of a project in Knoxville, Tennessee, that used ideas from the PDK study to promote positive school-community relations. Although improvement in basic skills was the highest priority of the Knoxville project, parental involvement, community support, and community involvement were stressed by project activities. Three appendixes provide instrumentation and survey results from the ongoing PDK project. (TE)

ED 264 667 EC 181 316

Separate Minimum Standards for Moderately, Severely, and Profoundly Handicapped Students. Bulletin 1705.

Louisiana State Dept. of Education, Baton Rouge. Div. of Special Education.

PUB DATE- 83
NOTE- 161p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Development; Communication Skills; *Competency Based Education; Daily Living Skills; Elementary Secondary Education; Interpersonal Competence; Leisure Time; *Minimum Competencies; Motor Development; *Multiple Disabilities; Prevocational Education; *Severe Disabilities; *State Standards; Vocational Education
IDENTIFIERS- *Louisiana

To help Louisiana school systems meet state competency based education mandates, the manual presents lists of skills for those moderately, severely, and profoundly handicapped students who are receiving an alternative to a regular placement instructional program and are addressing separate minimum standards. The sequential lists are provided in the following curriculum areas: motor, cognitive, communication, activities of daily living, social, prevocational and vocational, and leisure. Skills are given codes according to curricular skill area, skill subsections, and specific skill objectives. An introductory section presents instructions on how to complete the skills lists, which indicate when each skill was introduced and when it was mastered. It also discusses issues in developing alternative standards. The minimal standards are not intended to be a curriculum or an assessment instrument. (CL)

ED 264 683 EC 181 332

Miller, Christy L.
Perceived Value of Academic and Physical Tasks: A Comparison of Healthy and Chronically Ill Children.
PUB DATE- May 85
NOTE- 38p.; Paper presented at the Meeting of the Midwestern Psychological Association (Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Need; Hearing Impairments; *Hyperactivity; Intermediate Grades; *Learning Motivation; Sex Differences; *Special Health Problems; Student Attitudes; Student Educational Objectives; *Values; Visual Impairments
IDENTIFIERS- *Chronically Ill Persons

Questionnaires were completed by parents and fifth- and sixth-grade children (1,180 healthy, 151 chronically ill, 54 hyperactive, and 54 with severe vision or hearing impairments). The instruments were designed to measure three types of value: utility value (how important success at a task is for achieving future goals); attainment value (the degree that success on a task confirms one's values and identity); and intrinsic value (inherent enjoyment of or interest in a task). One-way and two-way analyses of variance, and planned comparisons were performed, with results computed for the group as a whole and for each sex separately. In general, results suggested a pattern whereby hyperactive Ss view academics as less useful and less important to their identity than the other groups. Chronically ill Ss for the most part paralleled the healthy Ss. Ss with severe vision and hearing deficits, especially the girls, consistently scored higher on the value constructs. Findings suggest that there may be differences in the extent to which children with health problems value what they are learning in school. Further, since belief in the usefulness of academic pursuits and their importance to self concept is associated with achievement behavior, such attitudes may be linked to lower achievement in chronically ill and hyperactive students. Three pages of references and numerous tables and graphs are included. (CL)

ED 264 699 EC 181 348

Folsom, Richard D.
An Approach to the Audiologic Assessment of Multi-Handicapped Deaf-Blind Children.

PUB DATE- Oct 84
NOTE- 16p.; In: Sykanda, A.M., Ed.; And Others. Insight in Sight: Proceedings of the Conference on the Visually Impaired Child (5th, Vancouver, British Columbia, October 18-20, 1984). For proceedings, see ED 260 566.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Audiometric Tests; *Auditory Evaluation; *Deaf Blind; Hearing Impairments; Operant Conditioning; Visual Impairments

The paper analyses issues in the hearing assessment of multihandicapped deaf-blind children. The experiences of the authors as consultants to centers for deaf-blind children are briefly noted. Advantages and disadvantages are considered for two basic approaches to hearing assessment: the electrophysiologic in which electricity from neural generators in the brain is recorded, and behavioral, in which children produce either conditioned or unconditioned responses. Among electrophysiologic approaches noted are immittance audiometry and auditory brainstem response. Procedures within behavioral assessment are reviewed, and the following aspects discussed: stimulus, waiting posture, response, reinforcement, controls, and the use of a multisensory reinforcement box. Guidelines for establishing conditioning programs with the box are offered. (CL)

ED 264 715 FL 015 294

Schinke-Llano, Linda
Foreign Language in the Elementary School: The State of the Art. Language in Education: Theory and Practice 62.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-15-599314-3 CONT-400-82-009
PUB DATE- 85
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum Design; Educational Objectives; *Educational Strategies; Elementary Education; *FLES; Immersion Programs; Introductory Courses; Language Research; Language Role; Learning Theories; Linguistic Theory; *Program Implementation; *Second Language Instruction; Second Language Programs; State of the Art Reviews; Teaching Methods; Time Factors (Learning)

This state-of-the-art review explores types of foreign language (FL) programs, the rationale for early FL study, research evidence, program development, evaluation issues, and areas for further development. Chapter 1 outlines the various types of early FL programs that have been implemented, such as foreign language experience (FLEX) programs, foreign language in the elementary school (FLES) programs, and immersion programs. These are discussed with respect to goals, the degree of integration with the total curriculum, and the roles played by English and the foreign language. Chapter 2, on rationale, discusses two perspectives: that of the first wave of early FL programs in the 1950s and 1960s, according to which earlier language study was always better, and that of the current wave, which acknowledges both the advantages and disadvantages of early foreign language learning. Chapter 3 discusses research evidence on the effectiveness of early FL programs in light of current second language acquisition theory and suggests areas for future research. Chapter 4 focuses on the procedures involved in program implementation, from the establishment of a steering committee to the formulation of evaluation procedures. Chapter 5 presents basic concepts in evaluation design and an outline of evaluation procedures. Chapter 6 notes areas needing further study, and Chapter 7 provides a bibliography and a resource list. (MSE)

ED 264 730 FL 015 423

Phillips, June K.

Proficiency-Based Instruction in Reading: A Teacher Education Module. Introductory Packet.

Indiana Univ. of Pennsylvania, Indiana.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 18p.; For related documents, see FL 015 424-425.
GRANT- G008402271
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competency Based Education; Inservice Teacher Education; *Reading Instruction; *Reading Skills; Second Language Instruction; *Teacher Workshops; Teaching Guides

A packet of materials provides the leader of an inservice program on the teaching of reading another language with information on relevant theory on the reading process, a plan for conveying that information in a workshop, and a set of handouts for participants. The course structure includes background information and detailed notes for leading discussions on the nature of reading and for conducting and following up a simulated reading activity. A one-page annotated bibliography and sample handouts are included. (MSE)

ED 264 746 HE 018 642

Ellis, Susanne D.
Enrollment and Degrees. AIP Report.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
REPORT NO.- AIP-R-151-22
PUB DATE- Jun 85
NOTE- 10p.
AVAILABLE FROM- American Institute of Physics, 335 East 45th Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Astronomy; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; *Enrollment Trends; Foreign Students; Geographic Regions; Graduate Study; Higher Education; Introductory Courses; Masters Degrees; National Surveys; *Physics; Student Characteristics; Undergraduate Study

Trends in enrollments and degrees for physics and astronomy students are examined, based on the American Institute of Physics' annual Survey of Enrollments and Degrees. A total of 745 physics degree-granting institutions and 67 astronomy degree-granting departments were contacted. Information is included on: changes in the number of colleges granting physics degrees, physics degrees awarded by academic year, 1973-1984; undergraduate and graduate enrollments and degrees by institution type, 1973-1985; introductory physics enrollments by physics-degree-granting schools by geographic region, 1980-1985; introductory physics enrollments, 1984-1985; undergraduate physics majors by geographic region and type of institution, 1984-1985; full- and part-time graduate enrollment by type of institution, 1975-1985; trends in U.S. and foreign graduate physics students, 1975-1985; unfilled assistantships for first-year graduate physics students, September 1984; number of physics degrees granted by sex and minority group status, 1983-1984; and trends in astronomy enrollments and degrees, 1975-1985. The data indicate that after several years of decline or no changes in physics degree production, increases occurred at all levels. Astronomy enrollments appear to have declined, based on both undergraduate majors and first-year graduate enrollments. (SW)

ED 264 759 HE 018 932

Agreement between the City University of New York and the Professional Staff Congress/City University of New York, September 1, 1984-August 31, 1987.

American Association of Univ. Professors, Washington, D.C.; City Univ. of New York, N.Y.; Professional Staff Congress of the City Univ. of New York, N.Y.

PUB DATE- 1 Sep 84

NOTE- 15p.; Supersedes ED 257 398. Small print may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Rank (Professional); Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fellowships; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Released Time; *Salaries; *State Universities; Teacher Discipline; Teacher Employment Benefits; Teacher Retirement; Tenure

IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *City University of New York; Dues Checkoff; Faculty Reappointment; Personnel Files; Tuition Benefit Programs; Union Rights

The collective bargaining agreement between the City University of New York (CUNY) and the Professional Staff Congress of City University of New York covering the period September 1, 1984-August 31, 1987 is presented. The Chapter is affiliated with the American Association of University Professors. Items covered in the agreement include: dues checkoff; faculty released time; nondiscrimination; faculty appointment and reappointment; academic rank; leaves and holidays; faculty workload; temporary disability and parental leave; personnel files; professional evaluation; grievances and complaints; arbitration procedure; disciplinary actions; increased promotional opportunities; distinguished professorships; research, fellowship and scholar incentive awards; professional reassignments in the library; welfare benefits; retirement; travel allowances; facilities and services for instructional staff; rehiring of persons who are discontinued; discontinuances; faculty and staff development; continuing education; and salaries. Included are salary schedules by rank for faculty, school staff, medical school faculty, and law school faculty. (SW)

ED 264 363 CE 040 205

Work It Out: A Student Guide.
American Vocational Association, Inc., Arlington, Va.; Klein Independent School District, Spring, Tex.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- 80
NOTE- 40p.; Developed by Project KEYE, a Handicapped Children's Model Program. Portions printed on colored paper.
AVAILABLE FROM- American Vocational Association, 2020 N. 14th Street, Arlington, VA 22201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; *Daily Living Skills; Disabilities; Discussion; Employer Employee Relationship; *Interpersonal Competence; *Job Skills; *Problem Solving; *Responses; Role Playing; Secondary Education; *Simulation; Vocational Education; Work Environment
IDENTIFIERS- Brainstorming

This guide contains the "Work It Out" simulation, which is pertinent to a variety of curriculum areas, both academic and vocational. The purpose of "Work It Out" is to introduce the student to work-related problem situations and to promote skills in identifying alternatives when solving problems. Part I discusses use of the simulation, i.e., responding to the various situations that are presented on colored cards to be chosen at random. Preparation of the cards on which the situations are printed is also detailed. Three responding techniques are suggested and described: brainstorming, role playing, and panel discussion. Part II contains the situation cards, which should be cut out, sorted according to color and placed in three separate containers corresponding to the three categories in which the situations take place: "You and Your Boss" (yellow); "You and Your Fellow Worker " (blue); and "You and Your Family and Friends" (green). Lists of the situations are provided. (YLB)

ED 264 376 CE 042 770

Hill, Kearney H. J.
Adult Computer Literacy.
PUB DATE- 15 Aug 85
NOTE- 22p.; Paper submitted to an Advanced Seminar in Adult and Continuing Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Students; Basic Skills; *Computer Literacy; *Computer Science Education; *Educational Needs; *Futures (of Society); *Nontraditional Education; Office Occupations; Postsecondary Education; Skill Development; Technological Advancement

Futurists claim that computers will change the workplace and the entire society of the United States within the next few years. Already they are making many changes such as displacement of clerical workers and creation of more jobs for programmers and analysts. In the future, the majority of adults will need to be computer literate. However, definitions of computer literacy vary; some hold that computer literacy is the ability to interact with computers and use them, while others believe computer literacy involves only familiarity with computers; still others would define computer literacy as the ability to design and build computers. Despite the differences in definitions, most persons agree that adults need more computer education and that many are trying to get it. The old structures of semester- or year-long college or high school evening classes do not work well for adults. Many adults prefer shorter courses such as those given by computer manufacturers and dealers. Computer dealers often have classrooms built into their showrooms, and adults like to learn in these informal settings. The requirements for computer literacy will continue to increase. Nationally, computer literacy is a societal requirement that could eventually acquire the status of a basic skill. (KC)

ED 264 391 CE 043 019

Cook, Robert F.; And Others
Public Service Employment. The Experience of a Decade.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-031-7
PUB DATE- 85
NOTE- 143p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Delivery Systems; Disadvantaged; Educational Needs; *Employment Programs; *Job Development; *Local Government; Longitudinal Studies; National Surveys; Needs Assessment; Policy Formation; Program Content; *Program Effectiveness; *Public Policy
IDENTIFIERS- *Comprehensive Employment and Training Act; *Public Service

A study examined the experiences of local governments throughout the United States in implementing the public service employment (PSE) component of the Comprehensive Employment and Training Act (CETA). The study involved four rounds of observations (in July and December 1977, December 1979, and December 1980) of programs in 40 State and local jurisdictions. These observations indicated that in the period from 1976 through 1978 the PSE component of CETA not only worked, but worked well. Displacement, that is, the use of CETA job funds to pay for jobs that would have existed anyway, was found to be relatively low in this period. The researchers analyzing the data collected during the longitudinal study concluded that a public service jobs program narrowly targeted on the most disadvantaged workers, which is what the program was modified to do in 1978, is not an effective strategy. In their estimation, that modification reduced the incentive to make good use of the PSE funds for "real" jobs. It was recommended that policymakers dealing with the current workfare approach to welfare reform examine the strengths and weakness of the PSE component of CETA when developing future policy pertaining to welfare. (MN)

ED 264 405   CE 043 081

Mechanical Design Technology--Modified. (Computer Assisted Drafting, Computer Aided Design). Curriculum Grant 84/85.

Schoolcraft Coll., Livonia, Mich.

PUB DATE- 24 Aug 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Associate Degrees; *College Programs; *Computer Oriented Programs; *Course Content; Course Descriptions; *Course Organization; Curriculum Development; *Drafting; Educational Facilities; Educational Needs; Equipment; Technical Occupations; Two Year Colleges; Units of Study
IDENTIFIERS- *Computer Assisted Design; *Computer Assisted Drafting

This document is a curriculum guide for a program in mechanical design technology (computer-assisted drafting and design developed at Schoolcraft College, Livonia, Michigan). The program helps students to acquire the skills of drafters and to interact with electronic equipment, with the option of becoming efficient in the computer-aided preparation of drawings, design documents, and reports. The program leads to an associate degree. The curriculum guide outlines the courses to be included in the computer-aided design and drafting program, suggests employment options, provides goal statements, and identifies existing and needed program equipment. The guide also describes the classroom and laboratory settings needed, outlines specialty courses, suggests a sequence of courses, and includes a short description of the Schoolcraft College program evaluation system. (KC)

ED 264 449 CG 018 677

Photograph and Biography of Missing Child. Hearing before the Subcommittee on Postal Personnel and Modernization of the Committee on Post Office and Civil Service. House of Representatives, Ninety-Ninth Congress, First Session on S. 1195.
Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.
PUB DATE- 25 Jun 85
NOTE- 44p.; Serial No. 99-17.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Children; Child Welfare; *Federal Legislation; Hearings; *Information Dissemination; *Mass Media; Publicity; Runaways
IDENTIFIERS- Congress 99th; *Missing Persons; *Postal Service

This document contains witness testimonies and prepared statements from the Congressional hearing called to examine S. 1195, legislation which would require a portion of Congressional and executive branch mail to include the photograph and biography of a missing child. In his opening statement Representative Frank McCloskey points out that mail from members of Congress reaches citizens in every community in all 50 states and that a picture of a missing child on 75 percent of official Senate and House of Representative mail and on 50 percent of mail sent by the executive branch would reach many people in a vast number of geographic areas. Testimonies and statements are included from several members of Congress; from the secretary of the Senate; the clerk and deputy clerk of the House of Representatives; a consultant and the executive director from the National Center for Missing and Exploited Children; and the director of the Office of In-Plant Processing, United States Postal Service. Also included is a statement from the public printer of the United States. Witnesses offer testimony in favor of the legislation, call for further deliberation and clarification of the bill, and consider problems in the implementation of the bill. Exhibits are included which illustrate Postal Service limitations on the placement of nonaddress data or markings on the outside of letter size mail. (NRB)

ED 264 464 CG 018 692

DuVall, Lloyd A.; And Others
Appalachian Adolescent Health Education Project (AAHEP): First-Year Evaluation Report.
Douglas Cherokee Economic Authority, Morristown, TN.; Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
SPONS. AGENCY- Office of Adolescent Pregnancy Programs (PHS), Washington, DC.
PUB DATE- Dec 83
NOTE- 91p.; For related documents, see ED 263 509, and CG 019 693-694.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Birth Rate; Birth Weight; Contraception; Counseling Services; *Early Parenthood; Family Planning; Females; High Schools; *Pregnancy; Prevention; *Program Evaluation; *Sex Education
IDENTIFIERS- *Appalachian Adolescent Health Education Project; Tennessee

This report is a first year summative and formative evaluation of the Appalachian Adolescent Health Education Project (AAHEP), a program designed to reduce adolescent pregnancy and provide care for pregnant teenagers in East Tennessee. It attempts to determine the impact of the project on teenage pregnancy in the 15-county target area and the degree to which the project has met it objectives during the first year. It also provides information, conclusions, and recommendations to project managers for necessary project changes and planning. Three types of data are included: (1) a set of data from the Bureau of Statistics, Tennessee Department of Public Health and Environment; (2) data from project files; and (3) questionnaire data gathered from counselors, clients, and agency representatives. Baseline data is provided for future project assessment. The data provides information on services, pre-natal and post-natal referral groups, and dissemination. Interview summaries from delivered mothers (N=4), health care providers, and school personnel (N=9) are also included. Conclusions and recommendations are given for goals, program objectives, and management objectives. Ten figures, 31 tables, and questionnaires used in the evaluation are provided. (ABB)

ED 264 478 CG 018 706

Barkley, William M.; And Others
The Impact of Practicum Supervision with vs. without Audio Tapes.
PUB DATE- 17 Oct 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiotape Cassettes; *Counselor Training; *Graduate Students; Higher Education; *Practicum Supervision; *Student Attitudes; *Teaching Methods

Although audio tapes have been used in the supervision of counselor trainees for many years, there is no clear empirical evidence to support this practice. To examine the impact of audio tapes on the supervision of counselor trainees, 10 practicum graduate students were randomly assigned to one of two groups. Group A received 6 weeks of supervision using audio tapes of students' counseling sessions, followed by 6 weeks of supervision without tapes. The order of type of supervision was reversed for Group B. The same faculty member supervised both groups. All students turned in audio tapes at 5-week intervals. Tapes were rated by a blind rater using a 5-point Global Rating Scale. Students completed an 18-item instrument measuring their satisfaction with supervision. The results revealed no support for the hypotheses that supervision with audio tapes would result in higher global ratings or higher satisfaction scores than supervision without audio tapes. It would be inappropriate to eliminate the use of audio tapes in supervising practicum students on the basis of these findings. If the results of this study are consistent in replications, however, the implications for practicum supervision are apparent. Supervisors would have greater flexibility in developing alternative modes of supervision by using the time required by tapes in other ways. (NRB)

ED 264 492 CG 018 720

Fulmer, Terry; Wetle, Terrie
Protocols for the Assessment of Elder Abuse.
PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compliance (Legal); *Elder Abuse; *Identification; *Older Adults; *Physician Patient Relationship; Teamwork

The fact that many states have passed elder abuse reporting laws has left care providers with a dilemma. If suspected abuse is reported, the relationship between caregiver and patient may change and the family's difficulties may increase. Indicators of abuse are not easy to differentiate from health problems, especially in the frail elderly. An Elder Assessment Team was established at Beth Israel Hospital to develop a protocol to use in assessing potential abuse. The elder assessment instrument was developed to assess the following areas on a Likert scale: (1) general physical presentation; (2) physical condition; (3) usual life style; (4) social interactions; and (5) medical conditions. Following this protocol, clinicians judge whether they see evidence of abuse and a care team of nurse, physician, and social worker assess and dispose of the case, filing a report with authorities if necessary. Staff awareness of elder abuse has been increased since the implementation of this protocol and staff seem more willing to report their suspicions to an internal group than to file a state agency report. (The Elder Assessment Instrument is appended.) (ABL)

ED 264 507 CG 018 735

Rauch, Jill Mestel; And Others
Prospective Use of Psychosocial Factors to Predict Cigarette Smoking in Adolescents.
SPONS. AGENCY- National Cancer Inst. (NIH), Bethesda, Md.
PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- R18-CA34622
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Intervention; Junior High Schools; *Junior High School Students; Longitudinal Studies; Prediction; Psychological Characteristics; Psychological Evaluation; *Psychological Patterns; Risk; *Smoking; *Social Behavior

In order to prevent cigarette smoking in young adolescents, the factors which cause it need to be better understood. A study was conducted to investigate the contribution of three psychosocial factors, suggested by previous theory and research, on smoking in a longitudinal sample of seventh graders (N=3,940) who were studied again in the eighth grade. The three psychosocial variables investigated were: (1) beliefs in positive social consequences of smoking; (2) normative smoking prevalence estimates; and (3) risk taking and rebellious tendencies. A model was developed conceptualizing the psychosocial variables leading to smoking and evaluated using LISREL, a computerized program for analyzing covariance structures using maximum likelihood estimates. Beliefs in positive social consequences and high normative expectations were found to have significant effect on smoking in seventh graders. Surprisingly, the effect for risk taking and rebellious tendencies was not found to be significant. Seventh grade smoking behavior was the only factor found to have a significant influence on eighth grade smoking. These findings suggest implications for intervention. (Six tables of data are included.) (ABB)

ED 264 521 CS 008 192

Levinski, Carol; And Others
A Look at Books. Demonstration Program in Reading, Santa Fe Middle School. Teacher to Teacher.
Monrovia Unified School District, CA.
PUB DATE- Mar 83
NOTE- 121p.; For related documents, see CS 008 191-193.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Demonstration Programs; Elementary Education; Junior High Schools; *Literature Appreciation; Middle Schools; *Novels; Reading Centers; Reading Comprehension; Reading Improvement; Reading Instruction; Reading Programs; *Recreational Reading; Student Motivation; Units of Study

Developed to help students learn to read for purpose as well as for pleasure, these study units involving individual novels can be used as one-month or nine-week units, depending on the number of books assigned and the ability of the students. Test items and answer keys are provided for 28 titles, which include "Anne Frank: The Diary of a Young Girl"; "Are You There, God? It's Me, Margaret"; "The Arm of the Starfish"; "Black Beauty"; "Black Hearts at Battersea"; "The Boy Who Could Make Himself Disappear"; "The Contender"; "Dinky Hocker Shoots Smack"; "Freaky Friday"; "Hitchhike"; "The Hobbit"; "The Outsiders"; "P.S., Write Soon"; "Rumble Fish"; "The Slavedancer"; "The Spuddy"; "Tex"; "That Was Then, This Is Now"; "Tiger Eyes"; "Up a Road Slowly"; "Viva Chicano"; "West Side Story"; "Where the Red Fern Grows"; "Wrinkle in Time"; and "Z for Zachariah." Following these units four student-developed units and answer keys for "Bridge to Terabithia," "The Cay," "Dreamland Lake," and "The Pigman." The appropriate reading grade levels from grade 4 through grade 8 are indicated for each title. A reading list and a list of resources are included. (EL)

ED 264 595 CS 209 515

Bergdahl, David, Ed.
Research in the Teaching of the English Language Arts.
Ohio Univ., Athens. Dept. of English Language and Literature.; Southeastern Ohio Council of Teachers of English.
PUB DATE- 83
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Cerebral Dominance; Comparative Analysis; Curriculum Development; Elementary Secondary Education; *English Instruction; *Language Arts; Revision (Written Composition); Sentence Combining; Sex Differences; *Teaching Methods; Theory Practice Relationship; Vocabulary Development; Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- Audience Awareness; Speaking Writing Relationship

The 28 essays in this journal issue focus on methodology, interpretation, and classroom application of research in the language arts. Following a preface on the role of research in English instruction, the topics discussed include the following: (1) a research base for a large-scale evaluation of writing; (2) implications of teaching writing as communication; (3) practical applications of language learning theory in the middle school and junior high; (4) a comparison of the direct method and the context method of teaching vocabulary; (5) how research can affect curriculum decisions; (6) the speaking writing relationship; (7) research on gender and writing; (8) sentence combining exercises; (9) a model to overcome writer's block in the composing process; (10) research-based English teacher skills for classroom interaction; (11) a research-based rationale for using drama in the classroom; (12) the divided self in the classics and popular literature as a topic for composition classes; (13) research on revision; (14) hemispheric integration and composition; and (15) audience in composition. (HTH)

ED 264 610 CS 505 107

Spitzberg, Brian H.; Lane, Shelley D.
Interpersonal Orientations: A Review, Synthesis and Critique.

PUB DATE- Feb 83
NOTE- 32p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Albuquerque, NM, February 19-22, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Classification; *Communication (Thought Transfer); Communication Research; *Interaction; Interaction Process Analysis; *Interpersonal Communication; *Models; Predictor Variables
IDENTIFIERS- *Communication Patterns; Theory Development

Defining interpersonal orientations as the characteristic and consistent ways in which individuals interact with others, this paper examines various conceptualizations and theories regarding such orientations in order to discover how they affect interpersonal communication. In particular, the paper (1) reviews work concerning psychological types; social styles; interpersonal dimensions, attitudes, and needs; personality trichotomies; performance styles; and communication typologies; and (2) synthesizes constructs from these areas into a taxonomy. Next, interpersonal orientations constructs are critiqued as they relate to communicative behavior. Finally, some preliminary steps are taken to show the utility of some interpersonal orientations constructs to a predictive model of contextual impression formation of an individual's competence in communicating. A seven-page reference list is appended. (Author/FL)

ED 264 626 CS 505 144

Dick, Robert C.
Helping Teachers Become Better Teachers.
PUB DATE- 8 Nov 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Burnout; *College Faculty; Creative Teaching; Higher Education; *Speech Communication; Teacher Effectiveness; Teacher Evaluation; *Teacher Improvement; *Teacher Motivation; Teacher Promotion; Teaching Methods; *Teaching Skills

Since speech communication is experiencing numerous changes, it is useful to examine some of the causes of inadequate teaching in the field and various ways to solve the problems. Some causes of poor teaching are (1) the small value placed on university teaching compared to other criteria for tenure and promotion; (2) the classification or divisions existing in tenure and promotion standards (such as teaching, research or creative work, and service); (3) boredom from teaching the same material repeatedly; and (4) pressures to remain in an unchanging program. Solutions to the problems involve determining the nature and extent of the difficulty, specifically whether content expertise or delivery skills are involved. Delivery skills can be judged by student evaluations, which are most effective if not too severe. Established centers for developing teacher competence emphasize the effort to recognize and reward effective teaching as much as research is rewarded. Finally, teaching competence can be increased through workshops, instructional development programs, or from sharing suggestions with supportive, nonevaluative colleagues. (The endnotes contain 15 suggestions for establishing an effective, nonthreatening evaluation program.) (EL)

ED 264 668 EC 181 317

Occupational Therapy and Physical Therapy in the Schools: State of Louisiana Guidelines.

Louisiana State Dept. of Education, Baton Rouge. Div. of Special Education.; Louisiana State Univ. Medical Center, New Orleans. School of Allied Health Professions.

PUB DATE- 80
NOTE- 45p.; Appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Ancillary School Services; *Disabilities; Elementary Secondary Education; *Occupational Therapy; *Physical Therapy; *Program Administration; *Staff Role; *State Standards; Therapists
IDENTIFIERS- *Louisiana

The guidelines present information on Louisiana state standards regarding development and implementation of occupational therapy (OT) and physical therapy (PT) as related services in the education of handicapped children. An introductory section presents definitions and educational background information on OT and PT, and analyzes adapted physical education's relationship to OT/PT. A procedural section examines aspects of OT/PT evaluation (assessment areas and reports) and OT/PT services (including participation in Individualized Educational Programs, recordkeeping, and direct and indirect services). A final section addresses administrative issues such as possible organizational structure, qualifications, certification, budgeting, salaries, and caseloads. Seven appendixes contain sample forms and several short bibliographies. (CL)

ED 264 700 EC 181 349

Prizant, Barry M.
Toward an Understanding of Language Symptomatology of Visually-Impaired Children.
PUB DATE- Oct 84
NOTE- 19p.; In: Sykanda, A.M., Ed.; And Others. Insight in Sight: Proceedings of the Conference on the Visually Impaired Child (5th, Vancouver, British Columbia, October 18-20, 1984). For proceedings, see ED 260 566.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Definitions; *Echolalia; Elementary Secondary Education; Incidence; *Language Acquisition; *Visual Impairments

The paper examines theoretical issues regarding the symptomatology of echolalia in the language of visually impaired children. Literature on echolalia is reviewed from a variety of perspectives and clinical work and research with visual impairment and with autism is discussed. Problems of definition are cited, and explanations for occurrence of immediate and delayed echolalia in visually impaired children are offered. Consideration of the role of verbal repetition in language acquisition suggests qualitative differences in language acquisition of echolalic visually impaired children compared to normal children. A discussion of individual differences in language acquisition is followed by an analysis of the possible relationship between visual impairment and echolalia. (CL)

ED 264 731 FL 015 424

Phillips, June K.

Proficiency-Based Instruction in Reading: A Teacher Education Module. Applications Packet.

Indiana Univ. of Pennsylvania, Indiana.

SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 28p.; For related documents, see FL 015 423-425.
GRANT- G008402271
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Competency Based Education; Inservice Teacher Education; Instructional Materials; Learning Theories; *Reading Instruction; *Reading Skills; Second Language Instruction; *Teacher Workshops; Teaching Guides

A packet of materials designed for an inservice course for teachers of reading in another language translates the theory of second-language reading and the insights gained through a simulated activity into a practical plan for classroom teachers. The five-step plan represents an instructional framework providing the student with opportunities to develop essential reading skills. The five steps include: prereading or preparation, skimming and/or scanning, intensive reading/decoding, comprehension check/evaluation, and transferable or integrating skills. The continuum of activities requires the student to think about context, retrieve relevant world knowledge, use prior language skills, solve for unknown meanings, and build effective strategies for future readings. (Author/MSE)

ED 264 422 CE 043 142

Employ Reinforcement Techniques. Second Edition. Module C-13 of Category C--Instructional Execution. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.

REPORT NO.- ISBN-0-89606-193-0

PUB DATE- 86

NOTE- 44p.; For related documents, see ED 260 271, CE 042 598, CE 042 602, and CE 042 741.

AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; Behavior Modification; *Classroom Techniques; Competency Based Teacher Education; Feedback; Higher Education; Learning Activities; Learning Modules; *Reinforcement; *Teacher Education; *Teaching Methods; *Vocational Education; *Vocational Education Teachers

This learning module, one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers, deals with using reinforcement techniques. Various aspects of the technique of reinforcement and its use are discussed, including positive reinforcement, negative reinforcement, extinguishing, verbal and nonverbal cues, and use of various instructional materials and approaches to strengthen learning. The module consists of three learning experiences that (1) present vocational teachers with information about reinforcement theory and techniques, (2) allow the teachers to use the techniques in a simulated classroom experience, and (3) require them to apply the techniques in an actual teaching situation. Each learning experience includes some or all of the following: an enabling objective, an information sheet, one or more learning activities, a feedback exercise, model responses to the feedback activity, and one or more reinforcement checklists. (MN)

ED 264 436 CE 043 163

Crandall, Jo Ann

Directions in Vocational Education for Limited English-Proficient Students and Adults. Occasional Paper No. 109.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 85

NOTE- 36p.

AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC109--$3.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Bilingual Education; *Educational Improvement; *Educational Needs; Educational Opportunities; English (Second Language); Immigrants; *Limited English Speaking; Postsecondary Education; Refugees; Role of Education; Secondary Education; *Second Language Instruction; *Vocational Education

The United States has a large and rapidly growing population of limited English-proficient (LEP) students and adults. This population presents a distinct challenge to vocational educators. Some insights learned during the past decade suggest beneficial approaches to this problem. Four trends in current second-language acquisition research and language teaching are particularly relevant to the delivery of vocational education to LEP persons. These trends are the development of competency-based, functional, and task-oriented language learning programs; the increasing specialization of language instruction and the concomitant combining of English and content-area instruction; the distinction between communicative and cognitive language skills; and the development of a theory of language that maximizes meaningful input as its basis. A great deal has also been learned during the past few years about refugee and immigrant education programs, namely, that language needs, cultural orientation needs, other educational needs, support services needs, and vocational training needs must be met. In addition, insights have come from bilingual vocational training and instructor training programs, such as program models, bilingual program components, strategies for vocational instruction of LEP students, and coordinated vocational and English-language instruction. However, much more needs to be done in the future. Areas that need further investigation include individual assessment and program evaluation, development of vocational materials and vocational language materials in English and the native language, revision of licensing and certification procedures, and creation of programs to meet the needs of the least and most educated LEP students. (KC)

ED 264 536 CS 008 239

Motivation, Compiled from Columns in Ten Issues of "The Reading Teacher," January, February, March, April, and May 1984.

International Reading Association, Newark, Del.

PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Class Activities; Developmental Tasks; Elementary Education; Language Arts; *Learning Activities; Listening Skills; *Motivation Techniques; *Reading Instruction; Speech Skills; *Student Motivation; Study Skills; Teaching Methods; Writing Skills

"Motivation" is a regular column feature in issues of the journal "The Reading Teacher." Each column presents techniques for motivating students to read that have been submitted by readers of the journal. This compilation gathers together ten columns appearing across 1984-1985. The ten columns deal with the following topics: (1) listening and following directions; (2) building independent learners; (3) writing; (4) oral expression; (5) staying on task; (6) using peer influence to motivate students to read; (7) offering students opportunities for active, personal involvement in the reading program; (8) using techniques that allow students to recognize themselves as invaluable school resources; (9) using strategies involving the principal's office as a source of positive motivation; and (10) creating an environment in the reading laboratory that motivates students to read. Each article presents background information on motivating students within a particular skill area, and suggests ways to assure student participation. (EL)

ED 264 566 CS 209 436

Oates, William R., Ed.
Leadership in Literacy for the Information Age. A Report of the Committee on Instructional Technology, National Council of Teachers of English. Executive Summary.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 10 Jan 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; *Computer Assisted Instruction; Computer Science; *Educational Technology; *English Instruction; *English Teacher Education; Instructional Improvement; Man Machine Systems; *Professional Associations; Teleconferencing; *Word Processing; Writing Processes
IDENTIFIERS- Excellence in Education; National Council of Teachers of English

Responding to concerns of the National Council of Teachers of English (NCTE) Task Force on Excellence in Education that current uses of computers in teaching English language arts may undercut rather than advance excellence, this report, prepared by the NCTE Committee on Instructional Technology, summarizes the committee's thoughts and recommendations on the issue raised. After introducing the issue, the report identifies and discusses five concerns of the committee: (1) the use of computers in teaching composing and edition; (2) computer programs with responsive interaction in reading; (3) qualifications of teachers of word processing; (4) specifying technology in today's K-12 classroom; and (5) communication skills needed in an information society. The report concludes with the committee's recommendations for action: (1) develop a model teacher-training program to help schools and teachers realize the promise of excellence in teaching English through intelligent use of computers; (2) develop a computer-based communication network to serve as a new medium for teacher and student writing, and as a communication channel for council business; (3) initiate and support a "Schools Recognition Program for Exemplary Use of Instructional Technology in the Teaching of English"; (4) begin a new era of open cooperation and collaboration with business; and (5) become a force advocating greater computer access by English teachers and students. Appendixes provide a discussion of computers and the stages of writing and a decision guide for technology in the classroom. (HOD)

Small, Robert C., Jr., Ed.
Books for You: A Booklist for Senior High Students. New Edition.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-0359-6
PUB DATE- 82
NOTE- 331p.; Prepared by the Committee on the Senior High School Booklist of the National Council of Teachers of English.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 03596, $6.25 member, $8.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; *Books; *Fiction; High Schools; Independent Reading; *Nonfiction; Reading Interests; Reading Materials; *Recreational Reading

The books listed in this annotated bibliography, selected to provide pleasurable reading for high school students, are arranged alphabetically by author under 35 main categories: (1) adventure and adventurers; (2) animals; (3) art and architecture; (4) biography; (5) careers and people on the job; (6) cars and airplanes; (7) great books that are unusual; (8) drama; (9) ecology; (10) essays; (11) ethnic experiences; (12) fantasy; (13) history; (14) historical fiction; (15) hobbies and crafts; (16) horror, witchcraft, and the occult; (17) humor; (18) improving yourself; (19) languages; (20) love and romance; (21) music and musicians; (22) mystery and crime; (23) myths and legends; (24) philosophies and philosophers; (25) poetry and poets; (26) social and personal problems; (27) religion and religious leaders; (28) science and scientists; (29) science fiction; (30) short stories; (31) sports and sports figures; (32) television, movies, and entertainment; (33) wars, soldiers, spying, and spies; (34) westerns and people of the west; and (35) women. A directory of publishers and indexes of authors and titles conclude the book. (EL)

Cates, Carolyn S.
Collaborative Arrangements That Support School Improvement: A Synthesis of Recent Studies.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
NOTE- 149p.; For the ERIC availability of the six studies that are synthesized see the ED number in the bibliography at the conclusion of the document.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Consortia; Cooperation; *Cooperative Programs; Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Higher Education; *Institutional Cooperation; Intergroup Relations; *School Business Relationship; Shared Services
IDENTIFIERS- *Interorganizational Arrangements

This study reviews and synthesizes evidence from six recent investigations providing data on a total of 112 formal interorganizational arrangements (IOA's) that support educational improvement efforts. The synthesis was undertaken to ascertain how the nature, processes, interactions, and outcomes of such collaborative arrangements can support school improvement. A brief synopsis of each study describes the basic features and assumptions of the IOA's, the study methodology, and the primary findings and interpretations. The cross-study synthesis is then organized around three topics: (1) classification of IOA's according to legal status of the IOA itself and the improvement effort it supports; (2) comparison of various types of IOA's by history, context, structure, operations, and outputs; and (3) a synthesis of key findings, including general cross-study findings and predominant cross-study outcomes in six categories: power and status changes, linkage changes, knowledge transfer, capacity building, practice improvement, and institutionalization. In the final section, implications of the synthesis are provided, respectively, for managers, policymakers, and researchers concerned with educational dissemination and school improvement. References are included.

(Author/TE)

ED 264 684 EC 181 333

Duncan, Dvenna; And Others
A Model for Assessment of Classroom Problems. Project ACTIONS.
PUB DATE- Mar 85
NOTE- 11p.; Paper presented at the Annual National Rural Special Education Conference (5th, Bellingham, WA, March 19-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Modification; *Disabilities; Elementary Secondary Education; *Mainstreaming; Student Evaluation

The conference paper examines issues in observing and programing for mainstreamed handicapped children. The underlying cause of the academic or behavioral deficit is usually ascribed to one of three categories: (1) lack of prerequisite skills; (2) lack of motivation; or (3) lack of physical ability to perform the behavior necessary to demonstrate mastery of the skill. Each of the categories is addressed in terms of identification and treatment. Attention is given to ways to reduce inappropriate behaviors in mainstreamed children and to replace the problem behaviors with more appropriate ones. Principles of behavior are reviewed, and three purposes of behaviors are considered: attention, avoidance of task, and self stimulation. Intervention suggestions are noted. (CL)

ED 264 716 FL 015 370

Young, Lynne, Ed.
Carleton Papers in Applied Language Studies. Volume I.
Carleton Univ., Ottawa (Ontario). Centre for Applied Language Studies.
REPORT NO.- ISBN-0-7709-0157-3
PUB DATE- 84
NOTE- 167p.; For individual papers, see FL 015 371-380.
AVAILABLE FROM- Centre for Applied Language Studies, Carleton University, Ottawa, Ontario, Canada K1S 5B6.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- *Applied Linguistics; *Classroom Techniques; *English (Second Language); Foreign Countries; French; Higher Education; Inservice Teacher Education; Italian; Languages for Special Purposes; Peer Teaching; *Program Development; *Research and Development Centers; School Surveys; Second Language Instruction; Second Language Programs; Tutorial Programs; *Writing Instruction
IDENTIFIERS- Carleton University ON

The papers in this collection focus on both underlying theoretical principles of language teaching, learning, and research and exchanges of information between teachers and researchers. The following titles are included: "CALS at Carleton" (Janice Yalden); "Computers in the Teaching of Linguistics" (Jean-Pierre Paillet); "English in the Workplace: McDonald's Executive English" (Joyce Pagurek and Brigid Fitzgerald); "Subject Matter as Input for Beginners: A First Course in Italian for Students of Architecture" (Claudia Persi-Haines); "Needs Assessment Surveys" (Lynne Young); "Compiling Instructors' Perceptions for Learners' Deficiencies: A Problem Centered Approach to In-Service Training and Language Program Development" (Alister Cumming); "The Carleton University Writing Tutorial Service" (Aviva Freedman); "A Process Orientation in ESL Writing" (Devon Woods); "The Use of Reformulation in Teaching Writing to FSL Students" (Razika Sanaoui); and "Simulation or Reality? A Group Project in Writing" (Alister Cumming). (MSE)

ED 264 747   HE 018 644

Stokes, M. Jean
Organizational Barriers and Their Impact on Women in Higher Education. Research Report.
National Association for Women Deans, Administrators, and Counselors, Washington, D.C.
PUB DATE- 84
NOTE- 50p.
AVAILABLE FROM- National Association for Women Deans, Administrators, and Counselors, 1325 18th Street, N.W., Suite 210, Washington, DC 20036 ($9.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Characteristics; *Administrators; Career Ladders; *College Administration; *Females; Higher Education; *Interprofessional Relationship; *Leadership Styles; Management Development; Middle Management; Organizational Climate; Power Structure; Professional Development; Promotion (Occupational); Questionnaires; *Sex Bias; Sex Stereotypes; State Universities
IDENTIFIERS- Florida; *Women Administrators

The nature and extent of conditions or barriers that inhibit women administrators in their professional responsibilities and careers were studied. A questionnaire mailed to 241 women was completed by 168 women with executive, administrative, and managerial responsibilities in nine universities of the State University System of Florida. The respondents primarily had middle- and lower-level administrative positions. The questionnaire covered 23 possible barriers and their effects on professional development needs, administrative styles, and future aspirations; respondent's background was also noted. Predictors of experiencing barriers were also considered, along with the impact of barriers on women administrators. Of the 23 barriers, 19 were experienced by 50% or more of the respondents. Specific findings include: 87% of the female respondents believed that informal networks excluded them; 87% indicated that they worked twice as hard as their male colleagues; 79% believed they were less influential on superiors' decisions; and 74% felt it was difficult to receive recognition for their accomplishments. Barriers were also found to: create or distort a woman's need for certain professional skills; prompt women to alter and experiment with their administrative style; and influence career changes and aspirations. The questionnaire is appended. (SW)

ED 264 760 HE 018 933

Facilities Inventory and Utilization Study, Fall of 1984, for the State of North Carolina. Higher Education Comprehensive Planning Program.

North Carolina Commission on Higher Education Facilities, Chapel Hill.

PUB DATE- Oct 85

NOTE- 202p.; Some tables are in small print.

AVAILABLE FROM- University of North Carolina, State Commission on Higher Education Facilities, 910 Raleigh Road, P.O. Box 2688, Chapel Hill, NC 27515-2688.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accessibility (for Disabled); Capital Outlay (for Fixed Assets); Classrooms; *College Buildings; Community Colleges; *Facility Utilization Research; Higher Education; *Institutional Characteristics; Private Colleges; *Space Utilization; State Colleges; *State Surveys

IDENTIFIERS- *North Carolina; Public Colleges

Results of the 1984 North Carolina Higher Education Facilities Inventory and Utilization Study are presented. Tabular data and narratives appear under four headings: utilization of instructional space, interior space characteristics, building characteristics, and accessibility of facilities to the mobility impaired. Statistics for private institutions are shown by group (major research universities, general baccalaureate colleges, and junior colleges), while individual state college data are provided. Information is included on: capacity/enrollment ratio, average weekly room hours of instruction in classrooms and class laboratories, and average weekly use of student stations in classrooms and class laboratories. Interior space characteristics and accessibility for the mobility impaired are covered for the following subprograms: instruction, research, and public service; academic support; student services and physical plant operations; and institutional administration and independent operations.

Additional information covers: building ownership, capital investment for residential and nonresidential buildings, the condition of buildings, and estimated cost to renovate or replace buildings. An institutional index is included. (SW)

ED 264 406 CE 043 087

Kittell, Linda; Walczak, Joseph
Computer Education Curriculum. Connecticut Vocational Technical School System. Version 4.
Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.
PUB DATE- Mar 85
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Computer Literacy; Computer Oriented Programs; *Computers; *Computer Science Education; Course Content; Course Descriptions; Grade 9; Junior High Schools; Learning Activities; *Programing; State Curriculum Guides; *Word Processing
IDENTIFIERS- Apple (Computer); Connecticut

This computer education curriculum is designed specifically for Connecticut's Regional Vocational Technical Schools' grade 9 computer education course. Each of the 24 lessons is expected to cover at least one class period of 50 minutes. Introductory materials include a listing of course goals and objectives, an outline of sequence and scope via learning outcomes, and recommended resource and reference materials. The components of each lesson may include some or all of the following: title; goal(s); learning outcomes; background information; lists of reference materials and materials needed; vocabulary list; lesson description (outline); hands-on, independent, other, and/or followup activities; assignment/activity sheet(s); study guide; and information sheets (handouts). Lessons cover introducing the Apple, components of the computer, input and output devices, history of computerization, computer systems, storage devices, introduction to software, keyboarding skills, computer applications, business applications, word processing, trade applications, uses and abuses of computers, computers and careers, programming logic, flowcharting, introduction to hands-on programming, and programming in BASIC. A glossary is appended. (YLB)

ED 264 551 CS 209 116

Rimmer, Tony; Bergen, Lori

Roper Revisited: News Media Preferences from a Statewide Poll.

PUB DATE- Aug 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Demography; Journalism; Local Issues; *Media Research; *News Media; *Newspapers; Politics; *Public Opinion; State Surveys; *Television Viewing
IDENTIFIERS- Indiana; *Media Use; *News Sources

A secondary analysis of data from two Indiana Polls, the first carried out in January 1983 and the second in November and December 1983, was conducted to compare respondents' reports of their viewing of network television news and local television news, and their reading of local newspapers. The intent was to use respondents' preferred source for state news as opposed to national news sources used by the Roper polling organization in their surveys of media preferences. Since the literature indicated that responses favored television as the preferred news source for national news, it was questioned whether state news would be perceived as being like local news in which previous responses favored newspapers. A second intent was to determine whether any change favoring television would be more likely to appear in communities where television stations were located. Results revealed that Indiana respondents overwhelmingly preferred television, when compared with newspapers and radio, as a source of state news and politics. The hypothesis proposing distance from a television station as a predictor of news media preference was not supported. (HOD)

ED 264 640 EA 018 005

North Carolina Standard Course of Study and Introduction to the Competency-Based Curriculum.

North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.

PUB DATE- 85
NOTE- 508p.; For an earlier related document, see ED 251 944.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); *Behavioral Objectives; Cognitive Processes; *Competency Based Education; Course Content; *Curriculum; *Curriculum Design; Educational Change; Educational Objectives; Educational Policy; Educational Principles; Elementary Secondary Education; Exceptional Persons; Guidelines; *Program Content; State Curriculum Guides; *State Programs
IDENTIFIERS- Elementary Secondary School Reform Act 1984 (NC); Florida Taxonomy of Cognitive Behavior; *North Carolina

This statewide revised Standard Course of Study, mandated by North Carolina's Elementary and Secondary School Reform Act of 1984, provides a detailed, integrated curriculum plan for all subjects at all grade levels. An initial section provides an introduction ("Notes") to the users of the "North Carolina Competency-Based Curriculum," a separate document produced in loose-leaf form. (These publications are related to "Basic Education Program for North Carolina's Public Schools," published in October 1984.) The Standard Course of Study explains the philosophy and rationale underlying this curriculum, explains and outlines the theoretical taxonomy of thinking skills used in designing the plan, describes provisions for exceptional children, and provides guidelines for using the curriculum. The bulk of the document describes in detail the curriculum in the following subject areas: (1) performing and visual arts; (2) communication skills; (3) guidance; (4) healthful living, subdivided into health, physical education, and safety education; (5) library and media skills; (6) mathematics; (7) science; (8) second language studies; (9) social studies; and (10) vocational education, subdivided into prevocational education and seven subject areas. The general format of description is as follows: several paragraphs survey the purposes and components of the subject; the overall course of study is described graphically and verbally; general learning outcomes are outlined; and competency goals and objectives are outlined grade by grade. Appendixes present the curriculum's statutory basis as well as related policies and miscellaneous program information. (MCG)

ED 264 732 FL 015 425

Phillips, June K.

Proficiency-Based Instruction in Reading: A Teacher Education Module. Sample Materials--Chinese (Mandarin), English as a Second Language (Beginning and Advanced), French, German, Japanese, Russian, Spanish, and Thai.

Indiana Univ. of Pennsylvania, Indiana.

SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 113p.; For related documents, see FL 015 423-424.
GRANT- G008402271
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advanced Courses; Classroom Techniques; *Competency Based Education; English (Second Language); French; German; Inservice Teacher Education; Instructional Materials; Introductory Courses; Japanese; Mandarin Chinese; *Reading Instruction; *Reading Strategies; Russian; *Second Language Instruction; Spanish; *Teacher Workshops; Teaching Guides; Thai

Sample materials demonstrating the use of a five-step procedure for teaching reading in another language, are provided as part of an inservice program for teachers. The manual includes passages, class activities, and instructional suggestions for each step of the learning process in these languages: Mandarin Chinese (intermediate), English as a second language (beginning and advanced levels), French (secondary level), German, Japanese (elementary/intermediate), Russian, Spanish (intermediate), and Thai (intermediate). The five steps in the instructional plan include: prereading or preparation, skimming and/or scanning, intensive reading/decoding, comprehension check/evaluation, and transferable or integrating skills. (MSE)

ED 264 364 CE 040 769

Training Ideas. Premiere Issue. Aug/Sept Issue. Apr/May Issue.
Paracan Publications, Winnipeg (Manitoba).
PUB DATE- 84

NOTE- 168p.
AVAILABLE FROM- Paracan Publications, Box 50, Norwood Grove Post Office, Winnipeg, Manitoba, Canada R2H 3B8 ($11.50 each issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; *Cognitive Style; Computer Assisted Instruction; *Conflict Resolution; Courseware; Delivery Systems; Foreign Countries; Helping Relationship; *Information Retrieval; Instructional Materials; *Labor Force Development; Lesson Plans; Postsecondary Education; Problem Solving; Program Design; *Retention (Psychology); Student Evaluation; Teacher Student Relationship; Training Methods; Training Objectives; *Writing Skills

This document contains three issues of "Training Ideas," a bimonthly publication of instructional materials and articles dealing with human resource development. The premiere issue (1984) includes the following articles: "Information Retrieval: Finding That Lost Article" by Patrick Suessmuth; "Increasing Learning in Printed Materials through the Use of Retention Builders," by Patrick Suessmuth and Art Horrox; "Writing Effectiveness Inventory," by R. J. Peterson; "Planned Degradation in Training Design," by Art Horrox; "Lessons and Their Materials: Interpersonal Conflict Resolution Styles," by Patrick Suessmuth; and "Front End or the End," by Art Horrox. A trainer's key word list is also included. Articles in the August-September 1984 issue include "Conflict," by Patrick Suessmuth; "Clean Up Your Act," by Art Horrox; "That Trapped Feeling," by Bob Peterson; "Helping People," by Patrick Suessmuth; "Action Objectives," by Bob Peterson; "Courseware Design Process," by Art Horrox; and "Point of View," by Art Horrox. The first item in the April-May 1985 issue is a learning styles inventory with accompanying lesson plan and administration guidelines developed by Patrick Suessmuth. The next item, "Tips of Training" by Bob Peterson, is a question-and-answer discussion of training techniques. Provided next is a brief article by Patrick Suessmuth entitled "Guidelines for Perceiving Others from Their Perspective." Art Horrox discusses the use of behavioral objectives in computer-assisted instruction (CAI) and provides a practice exercise in an article entitled "CAI--Abbreviated Objectives." The concluding article, "Weighty Books for Trainers" by Patrick Suessmuth and Bill Cumberland, lists recommended books dealing with the following areas of training: administration, communications, course design, evaluation, group dynamics and process, instructional techniques, learning theory, labor force planning, personal and organizational interface, research and development, training equipment and materials, and training needs analysis. (MN)

ED 264 377 CE 042 779

Reynolds, Carl L.; Durkee, James R.
Identifying and Validating Essential Job Entry Level Competencies for Vocational Agriculture in Wyoming. Final Report.
Wyoming Univ., Laramie. Dept. of Vocational Education.
SPONS. AGENCY- Wyoming State Dept. of Education, Cheyenne.
PUB DATE- 30 Oct 84
NOTE- 92p.; Appendix A has been deleted.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agribusiness; *Agricultural Engineering; Agricultural Production; Agronomy; Animal Husbandry; Entry Workers; *Farm Management; *Job Skills; Leadership; Livestock; Occupational Information; Soil Science; Student Organizations; *Supervised Farm Practice; Surveys
IDENTIFIERS- Future Farmers of America; Ranching; Wyoming

This document reports on a project designed to identify and validate the essential competencies needed by agriculture students in order to enter and advance successfully in agricultural occupations in Wyoming. Competency lists and validation studies were collected from other states. A group of vocational agriculture teachers developed a list of competencies essential for job entry in production agriculture. Teachers selected employed persons in the agriculture sector to complete a survey form developed to obtain a rating of the importance of each competency in the high school curriculum. A continuation of the project was recommended to complete collection of data and analysis of the results. An appendix, which comprises the major portion of this report, contains the vocational agriculture competencies surveys for Wyoming. Each list includes the competencies the teachers thought could be taught in high school vocational agriculture programs in the areas of animal science/livestock, crops and soils, farm and ranch management, agricultural mechanics, agribusiness, and leadership and supervised occupational experience. Provision is made for each competency to be ranked by one of the following: "does not apply"; "not important"; "of some importance"; "important"; or "essential." (YLB)

ED 264 479 CG 018 707

Hooyman, Nancy; And Others

Evaluation of Long-Term Effects of Health Promotion Program with the Elderly.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Mar 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Western Gerontological Society (31st, Denver, CO, March 16-20, 1985).
GRANT- 90-AT2152-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; Change Strategies; *Environmental Education; Followup Studies; Health Education; *Middle Aged Adults; *Nutrition; *Older Adults; *Physical Fitness; *Program Effectiveness; *Stress Management
IDENTIFIERS- *Health Promotion; Wallingford Wellness Project

The Wallingford Wellness Project was a 3-year community-based health promotion program for the independent elderly (persons over 54 years of age) which offered education and behavior change training in physical fitness, stress management, nutrition, and environmental awareness and action. The experimental group (N=90) participated in a pretest, the 21-week program, an immediate posttest, a 6-month follow-up, and a 2-year follow-up. The comparison group (N=44) participated in the pretest, 6-month follow-up, and 2-year follow-up. Experimental (N=50) and comparison (N=31) group subjects in the 2-year follow-up were mailed a shortened version of the original questionnaire to investigate the project's long-term outcome effectiveness on health behavior, information, risk, status, and service utilization. Analyses revealed long-term program effectiveness in sustaining, above pretest levels, participant improvements in lifestyle habits and health information achieved at posttest and 6 months. The data, however, clearly showed these program benefits to have declined from the 6-month follow-up. Positive posttest and 6-month follow-up program effects related to mental health, responsibility for health, and risk to heart attack and stroke were not shown to have been sustained at long term. Health service utilization behavior and health status at long term also were not found to be significantly changed from pretest. Decreased involvement in health promotion classes and premature long-term evaluation may partially explain these results. (NRB)

ED 264 493 CG 018 721

A Comparison of Characteristics of Youth Authority Wards Committed 1975-1984.

California State Dept. of the Youth Authority, Sacramento.

PUB DATE- Oct 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Adolescents; *Comparative Analysis; *Criminology; *Delinquency; Juvenile Courts; Statistical Analysis
IDENTIFIERS- *California

This report presents a comparison of characteristics of youth authority wards committed from 1975 to 1984 in California. Data for first commitments is offered for four offense categories: (1) violent offenses; (2) property offenses; (3) narcotic and drug offenses; and (4) other offenses. Major shifts in characteristics are highlighted at the beginning of the report and then each characteristic is summarized. Items summarized are: sex, court, area of commitment, commitment offense, ethnic group, mean age, number of prior escapes, co-offenders, physical handicaps, last grade enrolled in school, reading comprehension, arithmatic reasoning, prior convictions or sustained petitions, median age at first prior conviction or sustained petition, prior commitments, median age at prior commitment, I-Level, religion, parents' marital status, parental configuration, placement before commitment, out of home placements, income level of home, family income from public assistance, criminal record of family members, economic aspects of immediate neighborhood, delinquency aspects of immediate neighborhood, major problem area, and employment. Three tables showing percents of totals for each characteristic are included. (ABB)

ED 264 522 CS 008 193

Levinski, Carol; And Others

Games for Skills. Demonstration Program in Reading, Santa Fe Middle School. Revised. Teacher to Teacher.

Monrovia Unified School District, CA.

PUB DATE- Jan 82
NOTE- 84p.; For related documents, see CS 008 191-192.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Demonstration Programs; Elementary Education; Junior High Schools; *Learning Activities; Middle Schools; *Reading Games; Reading Improvement; Reading Instruction; *Reading Programs; *Vocabulary Development; *Vocabulary Skills; Word Recognition; *Word Study Skills

Intended to help students improve their vocabulary and word usage skills, this book of games offers students an opportunity for group interaction and the option of reinforcing skills in an interesting manner. The first part of the book contains ideas for determining and building content vocabulary, using a dictionary, and previewing texts, and also lists commercial games. The second part, Pencil Fun with Words, contains examples of different ways of reinforcing vocabulary skills, such as games involving acronyms, antonym titles, homonyms, palindromes, euphemisms, a vocabulary crossword, and word pictures. Following that are group games for the entire class or for small groups (many of which can be used to reinforce any content area skill), consonant blend tic tac toe, homonym bingo, idiom charades, phonetic bingo, syllable split-up, and wordopoly (a board game). Answer keys for the games and a list of vocabulary resources are included. (EL)

ED 264 596 CS 209 516

Elementary Language Arts: Model Curriculum Guide. First Field Edition.

Alaska State Dept. of Education, Juneau.

PUB DATE- Aug 85

NOTE- 348p.; For the secondary language arts guide, see CS 209 517.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)

DESCRIPTORS- *Curriculum Development; Educational Objectives; Elementary Education; *English Curriculum; *Language Arts; Language Skills; Literature Appreciation; Oral Language; Reading Ability; *Reading Skills; *Speech Communication; State Curriculum Guides; Verbal Ability; *Writing Skills

IDENTIFIERS- Alaska

Intended to serve as a model to aid school districts in developing and reviewing their language arts curricula, this curriculum guide for the elementary grades lists in parallel columns topics/concepts, learning outcomes, and sample learning objectives for language skills in the areas of oral communication, reading, and writing. Topics and concepts listed in the first column define broadly the content to be studied in each of these areas, including such language skills as speaking, listening, writing, language and composition, and literature. The second column lists the learning outcomes or the goals toward which student learning is directed, and the third column lists sample learning objectives--reasonable measures of student progress toward stated goals. At least one sample learning objective is stated for each learning outcome. The guide also includes the comments and suggestions of several persons who contributed their time to reviewing the guide. An annotated bibliography of children's books about Alaska concludes the document. (HOD)

ED 264 611 CS 505 109

Tarver, Jerry

Designing a Speech Writing Seminar for the Corporate Writer.

PUB DATE- Nov 85
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Expository Writing; *Industrial Training; Persuasive Discourse; Postsecondary Education; Public Speaking; *Seminars; *Speech Communication; *Speeches; Speech Instruction; Speech Skills; Workshops; *Writing (Composition)
IDENTIFIERS- *Speech Writing

In response to a need for writers in corporations who are able to construct well-written speeches, a format for a speech-writing seminar for corporate writers has been developed. First, there are two kinds of seminars: open, for which anyone could register; and in-house, which is conducted for a specific company or organization. Second, in devising seminar content, the units begin with background on the history and current status of speech writing, then progress to more specific information on such topics as the writing process, organization of ideas, or language. Third, there are three basic elements in conducting a seminar: (1) a solid base of techniques and theory, (2) writing exercises to illustrate key techniques, and (3) opportunities for writers to interact. Although similarities exist between conducting a seminar and teaching in a classroom, the seminar calls for a high level of energy and perhaps more humor than the classroom. (Brochures from nine competing organizations which conduct seminars are included.) (DF)

ED 264 627 CS 505 145

Ellingsworth, Huber W.
The Sojourner: A Continuing Source of Insight about Cultural Entry and Re-Entry.
PUB DATE- Nov 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Problems; *Communication Research; Cross Cultural Training; Cultural Awareness; Cultural Differences; Cultural Exchange; Cultural Influences; *Cultural Interrelationships; Cultural Traits; Culture Conflict; *Intercultural Communication; *Research Needs; *Research Problems
IDENTIFIERS- *Sojourners

The field of intercultural communication study may be best explored by analyzing sojourners, individuals who leave their homes and travel abroad to learn as students, workers, or occupational trainees. A review of the early research reveals that the similarities of well-traveled sojourners' communication behavior and general outlook is greater than their expected cultural differences. In one study, questionnaires were mailed to 43 trainees from 15 different countries who had resided in the United States before returning home to their countries. Approximately half were returned. Although there are obvious problems with sampling and generalizability in a study of this size, responses were important because they revealed genuine feelings on the part of the sojourners. Among the problems researchers may face are that sponsorship of sojourner programs is now so diffuse that locating and gaining access to the travelers is likely to be difficult, and that charges of clandestine activities and intelligence operations occurring under the guise of academic activities have partially compromised the credibility of academic researchers abroad. However, studying sojourners as excellent sources of data and insights about intercultural communication remains an important area in that research. (DF)

ED 264 669 EC 181 318

Down's Syndrome Project: Dissemination Manual. Bulletin 1719.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Downs Syndrome; Early Childhood Education; Intervention; *Parent Education; *Program Development; *Staff Development; *Transitional Programs
IDENTIFIERS- *Louisiana

The material describes Louisiana's Down's Syndrome Project designed to prepare young children with Down's syndrome for transition to school and for placement in the least restrictive environment. Program location, budgeting, and funding information are discussed along with four major objectives. An organizational chart illustrates local and state collaboration. Staff development activities are briefly reviewed, and parent program efforts (evening meetings, a parent support group, counseling, and information and referral services) are described. Home-based and center-based services to children are summarized along with information on curriculum. The project's community awareness program includes a volunteer component and a practicum/internship program. (CL)

ED 264 685 EC 181 334

Hartmen, Rhona C.; Krulwich, Maxine T.
Learning Disabled Adults in Postsecondary Education. 1984 Edition.
American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 12p.; An update of the 1983 Edition (ED 238 239).
CONTRACT- 300-80-0857

GRANT- G0084C3501
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Colleges; *Learning Disabilities; *Postsecondary Education; Social Adjustment; Standardized Tests; Student Role; Universities

The paper examines postsecondary options for learning disabled (LD) adults. LD is defined and typical characteristics that an LD person may exhibit are specified, including poorly formed handwriting, difficulty in following directions, and the appearance of clumsiness. The remainder of the paper focuses on universities and 2- or 4-year colleges for LD students. The nature of programs for this population is discussed (pre-college program, LD program, and regular campus program). Ways to help LD students select appropriate schools are described, including directories and special convention meetings. Suggested questions to ask college personnel are offered, and students are advised to plan ahead. Additional aspects addressed include social concerns, standardized testing, recorded texts, and selected organizations and self help groups. A bibliography of eight sources concludes the paper along with a list of postsecondary exhibitors for a 1983 convention and information on their respective programs. (CL)

ED 264 701 EC 181 350

Roessing, Linda J.

Adapting the Environment for the Visually Impaired Student: Practical Methods and Materials to Enhance the Use of Low Vision.

PUB DATE- Oct 84
NOTE- 15p.; In: Sykanda, A.M., Ed.; And Others. Insight in Sight: Proceedings of the Conference on the Visually Impaired Child (5th, Vancouver, British Columbia, October 18-20, 1984). For proceedings, see ED 260 566.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Environment; Classroom Furniture; Contrast; Elementary Secondary Education; Furniture Arrangement; Glare; *Lighting; *Mainstreaming; *Reading Instruction; Visual Environment; *Visual Impairments

Successful approaches employed by a principal of a school for blind students in supporting regular class teachers of mainstreamed visually handicapped students are reported. Four factors of importance in evaluating the environment are described: (1) appropriate work space (height of chairs); (2) color contrast problems (work surfaces of adjacent areas); (3) effective lighting (glare problems, use of individual lamps); and (4) adaptations to improve reading instruction (lighting control reading distance, materials and media, tracking skills). (CL)

ED 264 392 CE 043 023

Tesolowski, Dennis G.; Roth, Gene L.

Identification, Verification, and Importance of Competencies for Applying the Microcomputer in Vocational Education.

PUB DATE- Dec 85

NOTE- 23p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 6-10, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Techniques; *Computer Assisted Instruction; Computer Literacy; *Computer Managed Instruction; *Microcomputers; Postsecondary Education; Secondary Education; *Teaching Skills; Vocational Education; *Vocational Education Teachers

A three-phase investigation served to identify, verify, and determine the importance of the competencies, and the categories within which they are clustered, on the Vocational Teacher Competency Profile for Microcomputer Applications. The 47 competencies and 5 categories were identified through a DACUM (Developing A Curriculum) activity during Phase I. The content of these categories and competencies was scrutinized, refined, and verified by vocational educators, teacher educators, and state staff members in Phase II. A national survey was conducted in Phase III addressing vocational educators nationwide who were expert in using the microcomputer in their respective disciplines. Ninety-seven respondents (72%) assessed the importance ratings for each competency and category on a five-point Likert-type scale. The ranges of mean ratings for the categories and competencies were, respectively, 3.74 to 4.18 and 3.38 to 4.61. These ratings documented that the level of importance of the competencies and their respective categories was in the above average to extremely important range. (Appendixes include the mean ratings and rank-ordered listing of competencies.) (YLB)

ED 264 423 CE 043 144

Werner, Claire
Employability Competencies for Entry Level Emergency Medical Aides.
Los Angeles Unified School District, Calif.
PUB DATE- 29 Jan 86
NOTE- 165p.; Portions of document are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; *Behavioral Objectives; *Competence; Competency Based Education; *Emergency Medical Technicians; Entry Workers; *First Aid; Medical Assistants; Medical Services; Postsecondary Education; Secondary Education; Vocational Education

This document describes competencies needed by persons who complete the Los Angeles Schools' emergency medical aide competency-based program, which is designed to enhance their ability to obtain certification as an Emergency Medical Technician (EMT). The overall competency statement ("goal") of the program heads each page and is defined by one or more "indicator" statements. Indicator statements are performance objectives, which, upon attainment, will establish competency for the stated goal. Indicator statements are further qualified by a series of "benchmark" statements. A benchmark is an observable behavior. Benchmarks describe what trainees will do to prove that they are demonstrating achievement of the performance objective. There may be one or more benchmarks (behaviors) for each indicator statement (performance objective). Benchmark statements are followed by an "assessment" statement that describes how the observer determines that the benchmark is achieved. The program includes 10 mastery tests with answers, a survey of prior occupational knowledge, and a checklist for the instructor. Topics covered by the competencies include the emergency medical system; anatomy, signs, triage; cardiorespiratory system; musculoskeletal system; nervous system; gastrointestinal-genitourinary systems; common medical emergencies; childbirth and common pediatric emergencies; drug and alcohol abuse; and common environmental injuries. (KC)

ED 264 437 CE 043 165

Partnerships: Schools and Businesses Collaborate for a Healthy Economy. Ideas for Action in Education and Work.

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 11p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Career Education; Career Exploration; *Curriculum Development; *Educational Innovation; Employment Potential; Experiential Learning; Job Skills; Job Training; Labor Force Development; *School Business Relationship; Secondary Education; *Vocational Education; *Work Study Programs
IDENTIFIERS- *Adopt a School; *Experience Based Career Education

This issue examines successful partnerships in the Northwest that have emerged from strategic alliances between business and education. Some models are described briefly. These partnerships are then described: Private Initiatives in Public Education (PIPE), the adopt-a-school conduit; Business Youth Exchange, a structure for work-study; Business Center of Clackamas County and Business Center of Snohomish County, creative models of collaboration; Environmental Services Technology Program, curriculum revitalization; Partnership Project Grant High School, Portland, Oregon, business and industry sponsored classes; TARGET: The Allied Resources Group for Employment Training, a training consortium; and Experience-Based Career Education (EBCE), career exploration in the community. Names, addresses, and telephone numbers of the projects are provided. A short bibliography on partnerships in education concludes the document. (YLB)

ED 264 450 CG 018 678

How Older Americans Live: An Analysis of Census Data. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Prt-99-91
PUB DATE- Oct 85
NOTE- 82p.; Some pages may be marginally reproducible due to small print. Serial No. 99-D.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Census Figures; Housing; *Housing Needs; *Living Standards; Middle Aged Adults; *Older Adults; Residential Patterns; *Sex Differences
IDENTIFIERS- Census 1980; Congress 99th

This document is an information paper prepared for the Senate Special Committee on Aging which analyzes 1980 census data on living conditions of older Americans. The analysis provides the following conclusions: (1) older women are more likely to be poor, widowed, and living alone than are older men; (3) labor force participation and median income decline with age; (4) only the oldest old (85 and older) live in old age homes in significant numbers; (5) with increasing age householders are increasingly likely to rent housing and to live alone; (6) older Americans spend a relatively high percentage of their income for housing; and (7) poverty rates for the elderly are lower than for the population as a whole. A statement by Senator John Heinz describes four implications of the analysis to be important to policy makers: significant subgroups of elderly do not have equity in their homes; housing expenses can be a burden for some older Americans, costing up to half of their incomes; many older persons do not have telephones; and subgroups of elderly differ greatly in economic well-being. Heinz's statement also noted the need for housing policy appropriate for the graying of America. Tables and figures of census data are included. An appendix contains information on problems associated with cohort succession data. (ABL)

ED 264 465 CG 018 693

Achilles, Charles M.; And Others

Appalachian Adolescent Health Education Project (AAHEP): Second-Year Evaluation Report.

Douglas Cherokee Economic Authority, Morristown, TN.; Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
SPONS. AGENCY- Office of Adolescent Pregnancy Programs (PHS), Washington, DC.
PUB DATE- Dec 84
NOTE- 87p.; For related documents, see ED 263 509, and CG 018 692-694.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Birth Rate; Birth Weight; Contraception; Counseling Services; *Early Parenthood; Family Planning; Females; High Schools; *Pregnancy; Prevention; *Program Evaluation; *Sex Education
IDENTIFIERS- *Appalachian Adolescent Health Education Project; Tennessee

This report evaluates the second year of the Appalachian Adolescent Health Education Project (AAHEP), a program designed to reduce adolescent pregnancy rates and provide care for pregnant teenagers in East Tennessee. Changes in the program, including the reduction in target area from 15 counties to 3 primary counties and 6 target high schools, are explained. Evaluation results are presented in the areas of general results and summary; care component; prevention component; management information; relationship to baseline state and other data; relationship to hypotheses for 1984-85; and conclusions and recommendations. Eleven tables, 11 figures, and 3 appendices are given to illustrate and explain the results and conclusions and to provide comparative data. The report concludes that the AAHEP has met its goals, citing positive trends in the AAHEP service area. It recommends that project personnel focus on dissemination of project results, improve and expand their working relationships with more permanent groups and agencies serving the area, and provide family life information to schools in the service area. (ABB)

ED 264 508 CG 018 736

Roden, Margaret R.; And Others
Love and Romance over the Life Cycle.
PUB DATE- 24 Nov 85
NOTE- 24p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Attachment Behavior; Behavior Patterns; *Dating (Social); Emotional Response; Interpersonal Attraction; *Interpersonal Relationship; Marital Status; *Mate Selection; Middle Aged Adults; Midlife Transitions; Older Adults; Social Life
IDENTIFIERS- *Love

Love and romance continue to be important issues within every age group, not merely among the usually studied college students. Two issues, the nature or intensity of the love experienced and the motives or purposes of love were examined for different age groups. The ways in which the pursuit of heterosexual love may change throughout adult life was studied. Similarities centered on shared definitions of romance but differences centered on the interpretation of love at the different ages. In younger years love was equated with emotional and physical excitement and romantic love was seen as passionate. In the middle years romance was seen in terms of companionship, security, and pragmatic benefits. In a quantitative study of mostly married men (N=71) aged 30-55, respondents placed the highest value on companionship and security in their marriages. In later life, falling in love had some symptoms of relationships in early life, but the companionate nature of love was seen as more important than passion or physical symptoms. A study of persons (N=60) aged 60 and older, and presently dating, indicated that while intimacy needs were still important, the exchange principle of rewards versus the costs of a relationship became a factor. The data supports the notion that the definitions of romance and romantic symbols evolve very little as one ages, but definitions of love take on a more pragmatic and companionate aspects as one ages. (ABB)

ED 264 537 CS 008 240

Raphael, Taffy E.; Kirschner, Becky M.

The Effects of Instruction in Compare/Contrast Text Structure on Sixth-Grade Students' Reading Comprehension and Writing Products. Research Series No. 161.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-161
PUB DATE- Aug 85
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Area Reading; *Expository Writing; Grade 6; Intermediate Grades; *Reading Comprehension; Reading Improvement; *Reading Research; Reading Skills; Recall (Psychology); Social Studies; Writing Improvement; Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Scaffolding; *Text Structure

The first in a three year sequence, the study reported here investigated how knowledge of text structure affects reading comprehension and writing production. Specifically, the focus was on the development of an appropriate scaffold for teaching fifth and sixth grade students to use text structures effectively in comprehending social studies texts and to produce expository texts on social studies topics. Instruction about compare-contrast text structure was introduced to the 22 sixth grade students in the treatment group using a process writing approach. (The 23 sixth grade students in the control group were involved only in the posttesting.) The instructional program focused on teaching students to select the relevant information, add necessary background information, and impose an appropriate organizational pattern from a workbook containing social studies texts consisting of compare/contrast passages, related questions, and compare/contrast charts. The three assessment tests created for pre- and posttests were free recall, multiple-source summarization, and writing production tasks. The results indicated that the instruction enhanced students' ability to both identify and organize expository writing, improved their performance in the free recall test, and improved their selection and organizing of information in the free writing test. (Four appendixes contain a sample passage, questions, and a chart; samples of instructions for identifying compare/contrast patterns; steps for writing compare/contrast texts; and student writing samples. A reference list is also provided.) (EL)

ED 264 567 CS 209 437

Chew, Charles R., Ed.; Schlawin, Sheila A., Ed.
Written Composition: Process, Product, Program. Monograph Series.
New York State English Council.

REPORT NO.- ISBN-0-930348-09-5
PUB DATE- 83
NOTE- 176p.; A number of the letters and figures may not be legible due to light type.
AVAILABLE FROM- New York State English Council, P.O. Box 2397, Liverpool, NY 13089 ($5.00 members, $7.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Peer Evaluation; Program Development; Program Evaluation; Reading Writing Relationship; *Teaching Methods; Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Writing Programs; Writing Workshops

Intended for teachers and administrators, this collection of essays focuses on the dual meaning of practice--practice of writing skills, and teaching practices in composition instruction. The process section focuses on the types of activities that build composition skills. The product and program sections shift focus to professional practice, the types of activities that teach writing and that build writing programs. The essays and authors are as follows: (1) "The Composing Process: A New Model for Teaching Composition" (Ann O. Gebhard); (2) "The Reading-Writing Connection" (Charlotte Klose); (3) "Written Composition in Early Childhood: A Developmental Process" (Adelle Jacobs); (4) "Building a Fictional World: Motivating Writing through Variety" (Terence D. Mosher); (5) "The Composing Process and Its Relationship to the Teaching of Writing" (Robert W. Blake); (6) "Teaching Writing Skills through Peer Evaluation" (Jerome F. Megna); (7) "The Young Student Writers" (Charles R. Chew); (8) "Students Compose: Writer's Workshop" (Sheila A. Schlawin and Charles R. Chew); (9) "Speculations about Student Writing as Seen on Statewide Tests" (Sheila A. Schlawin); (10) "The Program for Effective Writing: How to Establish It, How to Control It" (Kenneth Kahn); (11) "Designing a K-12 Writing Program: One District's Response to the Two Revolutions in English" (John Andola); and (12) "In-Service: A Cure for Sick Writing Programs" (Doris Quick). (HTH)

ED 264 582 CS 209 486

Gallo, Donald R., Ed.
Books for You: A Booklist for Senior High Students. New Edition.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-0363-4
PUB DATE- 85
NOTE- 375p.; Prepared by the Committee on the Senior High School Booklist of the National Council of Teachers of English.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL. 61801 (Stock No. 03634, $6.25 member, $8.00 nonmember; prepaid order, only).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; *Books; *Fiction; High Schools; Independent Reading; *Nonfiction; Reading Interests; Reading Materials; *Recreational Reading

The books listed in this annotated bibliography, selected to provide pleasurable reading for high school students, are arranged alphabetically by author under 49 main categories, including the following: (1) adventure and survival; (2) animals and pets; (3) archaeology and anthropology; (4) art and architecture; (5) biography and autobiography; (6) careers and jobs; (7) cars, motorcycles, and racing; (8) old and modern classics; (9) computers and microprocessors; (10) death and suicide; (11) drama and theater; (12) drugs and alcohol; (13) easy reading; (14) education, language, and self-improvement; (15) essays; (16) ethnic experiences; (17) family conflicts; (18) fantasy; (19) physical and emotional handicaps; (20) health and physical fitness; (21) historical fiction; (22) history; (23) hobbies and crafts; (24) holocaust; (25) horror, witchcraft, and the occult; (26) human rights; (27) humor and satire; (28) poetry; (29) recreation; (30) science; (31) sexuality; (32) social situations; (33) sociology; (34) sports; (35) war; and (36) women. A directory of publishers and indexes of authors and titles conclude the book. (EL)

ED 264 654 EA 018 136

Hoyle, John R.; And Others
Skills for Successful School Leaders.
American Association of School Administrators, Arlington, Va.
PUB DATE- 85
NOTE- 269p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00132; $16.95 plus $2.50 shipping and handling, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrator Education; *Administrator Role; Curriculum Development; *Educational Administration; Educational Environment; Educational Planning; Elementary Secondary Education; Instructional Development; *Leadership Training; Professional Training; Research Utilization; Resource Allocation; *School Supervision; School Support; Staff Development; *Supervisory Training
IDENTIFIERS- American Association of School Administrators

This textbook provides a curriculum for administrator preparation courses based on guidelines established in 1979 by the American Association of School Administrators (AASA) Advisory Committee on Higher Education Relationships. Each chapter provides ideas for successful practices and suggested activities to provide actual experience in each area of study, followed by a checklist of essential skills and a list of resources. After a brief introduction, remaining chapters are devoted to the following skills: (1) designing, implementing, and evaluating school climate; (2) building support for schools; (3) developing school curriculum; (4) instructional management; (5) staff evaluation; (6) staff development; (7) allocating resources; and (8) educational research, evaluation, and planning. The final chapter summarizes considerations in building and using these skills. An appendix entitled "Megachallenges" discusses current societal trends with compelling significance for school leaders.(TE)

ED 264 717 FL 015 371

Yalden, Janice
CALS at Carleton.
PUB DATE- 84
NOTE- 11p.; In: Carleton Papers in Applied Language Studies, Volume I (FL 015 370).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Applied Linguistics; English (Second Language); Foreign Countries; Higher Education; Instructional Improvement; Language Research; Material Development; *Program Development; *Research and Development Centers; Second Language Instruction; Universities
IDENTIFIERS- Carleton University ON

The Centre for Applied Language Studies (CALS) at Ottawa's Carleton University was established in 1982 as a multifunctional unit for applied linguistics research to include six functions: research and development, consulting, the development of learning options, providing a writing tutorial service, teacher training, and teacher support. Its establishment is the result of the growth of a number of smaller applied linguistics units: a language laboratory complex established in 1964, a writing tutorial service begun in 1974, an English language program for Venezuelan students, and an independent faculty language advisory group. Credit and non-credit courses of various types have been taught through the center in over 30 languages, including English as a second language. The center's activities in recent years have focused largely on second language program design, course and materials design, and research and development. Areas designated for increased future efforts include changes in language instruction technology, development of needs assessment techniques, extension of contacts with other segments of the university, and research dissemination. (MSE)

ED 264 552 CS 209 146

Chaffee, Steven H.; Schleuder, Joan
Measurement and Effects of Attention to Media News.
PUB DATE- Aug 85
NOTE- 49p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Attention; *Attitude Measures; Audiences; Communication (Thought Transfer); Communication Skills; *Mass Media Effects; *Measurement Techniques; Media Research; *News Media; Political Attitudes; *Research Methodology
IDENTIFIERS- *Media Use

Noting that attention, or increased mental effort, has long been recognized as an important variable in the processing of mass communication messages, this paper examines both methodological and theoretical issues associated with the measurement of attention, particularly to the news and public affairs content in the news media. After a brief review of a number of methods of assessing attention in media research, the paper explores in detail an array of survey measures used in a panel study of the media use and level of knowledge of political and current public affairs issues of adolescents and their parents. Methodological issues addressed in this exploration include the empirical utility of several different ways of asking survey questions about attention, while theoretical issues concern comparisons between use of newspapers and television and researchers' neglect of attention that has led to an underestimation of the importance of television news as a contributor to the public's political knowledge. The paper concludes that the measures discussed are more notable for their utility and general validity than for their reliability or precision, and that attention to news media appears to be a consistent individual difference that accounts for substantial variation in learning beyond the act of simple exposure. (FL)

ED 254 670 EC 181 319

Mainstreaming Inservice Packet. Bulletin 1704.

Louisiana State Dept. of Education, Baton Rouge. Div. of Special Education.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 83
NOTE- 196p.; Prepared by the Southwest Regional Resource Center.
CONTRACT- 300-800-725
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Skills; *Disabilities; Educational Philosophy; Elementary Secondary Education; Individualized Education Programs; *Inservice Teacher Education; *Intervention; Learning Activities; *Mainstreaming; Models; Simulation; Teacher Attitudes

The packet provides a series of activities designed to help schools become familiar with a systematic approach to successful mainstreaming, educational strategies with mainstreamed students, and effective communication techniques. The packet includes a preservice activity and 12 steps for developing a mainstreaming program in the school: (1) introduce LRE (least restrictive environment) to the faculty; (2) identify the mainstreaming committee; (3) assess the school's needs; (4) develop goals; (5) gather student information; (6) write an Individualized Education Program; (7) use an LRE checklist; (8) conduct simulation activities; (9) design working models; (10) implement communication exercises; (11) develop intervention strategies; and (12) review the philosophy of mainstreaming. An additional section is intended for use with parent groups. Each of the steps includes information needed by the trainer to prepare for an inservice session and the information needed by participants. (CL)

ED 264 702 EC 181 351

Chorniak, Evelyn J.
Conceptualizing the Gifted Blind Child.

PUB DATE- Oct 84
NOTE- 17p.; In: Sykanda, A.M., Ed.; And Others. Insight in Sight: Proceedings of the Conference on the Visually Impaired Child (5th, Vancouver, British Columbia, October 18-20, 1984). For proceedings, see ED 260 566.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Needs; Elementary Secondary Education; *Gifted; Program Development; *Student Placement; *Talent Identification; *Visual Impairments
IDENTIFIERS- Gifted Handicapped

A program director at an Ontario school for the blind discusses the phenomenon of giftedness in blind students. A section on identification addresses factors involved in IQ measurement, language, creative and productive thinking, high capacity for seeing diverse relationships, goal oriented behavior, sensitivity to expectations and feelings of others, social competencies, and motor performance. Five general programing suggestions are offered, including treating the children as much as possible the same as their peers, challenging them through enrichment and appropriate placement, and providing opportunities for developing well-rounded personalities and self-concepts. The following curriculum essentials are noted: (1) need for cognitive development, (2) need for psychomotor development, (3) need for affective development, and (4) placement and program delivery. (CL)

ED 264 748 HE 018 750

International Conference of States with a View to Adoption of the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific (Bangkok, Thailand, December 12-16, 1983). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

REPORT NO.- ED/MD/75
PUB DATE- Apr 84
NOTE- 69p.; Document prepared by the UNESCO Regional Office for Education in Asia and the Pacific.
AVAILABLE FROM- UNIPUB, 205 East 42nd Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; College Programs; Credentials; *Degrees (Academic); *Educational Certificates; Evaluation Criteria; *Foreign Countries; Higher Education; International Educational Exchange; International Organizations; Job Applicants; Standards; *Student Exchange Programs; Student Mobility
IDENTIFIERS- Asia; *Foreign Educational Credentials; Pacific Region; *UNESCO

Proceedings of a 1983 International Conference of states sponsored by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) are presented. The focus was the adoption of the Regional Convention on the Recognition of Studies, Diplomas, and Degrees in Higher Education in Asia and the Pacific. Emphasis was placed on the importance of the convention in the mobility of students and specialists for training and employment essential for national development. After summarizing the conference agenda, attention is directed to the process of agreeing on practices for recognizing foreign certificates, diplomas, and degrees, and methods for implementing the proposals endorsed by the participating nations. Included are the following materials: the preamble of the regional convention; reports of the credentials committee; addresses by representatives of participating countries and UNESCO officials; and a list of conference participants. The following countries participated in the conference: Japan, India, Australia, and Philippines, Vietnam, China, Sri Lanka, USSR, Korea, Turkey, Indonesia, Kampuchea, Afghanistan, Bhutan, Burma, Fiji, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, New Zealand, Pakistan, New Guinea, Samoa, Singapore, Thailand, and Tonga. (SW)

ED 264 761 HE 018 934

Investigation of the Department of Education's College Construction Loan Programs. Sixty-Fourth Report by the Committee on Government Operations Together with Additional Views. 98th Congress, 2d Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

REPORT NO.- House-R-98-1164
PUB DATE- 16 Oct 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Buildings; College Housing; *Construction Programs; Credit (Finance); Dormitories; *Educational Facilities; Facility Improvement; *Federal Programs; Federal Regulation; Government School Relationship; Higher Education; *Loan Repayment; Program Administration; Program Evaluation; School Expansion
IDENTIFIERS- *Academic Facilities Loan Program; *College Housing Loan Program; Loan Default

An overview investigation of two U.S. Department of Education college construction loan programs was conducted by a House of Representatives' subcommittee. Both programs, the College Housing Loan Program (CHLP) and the Academic Facilities Loan Program (AFLP), were created by Congress in response to upsurges in college enrollments. CHLP provides loans for such purposes as building new housing and the conversion or renovation of existing structures, while the AFLP allows for the construction, reconstruction, and renovation of academic facilities. Loans under the programs have been at low interest rates (about 3 percent) and long terms (up to 40 years). Study objectives were to determine: the efficiency of the Department's management of the programs, violations of law and regulations by borrowers participating in the programs; the adequacy of the Department's procedures for handling colleges in default on their federal loans, and the advisability of a departmental regulation to allow discounted prepayment of program loans during fiscal year 1984. The 3-month inquiry included examination of program documents and loan files at central program offices, interviews with program staff, and review of audits of delinquent borrowers. A hearing on the programs was also held. Findings and recommendations are included. (SW)

ED 264 407 CE 043 096

Gorman, Charles D.
Cost-Effective Training through Job Analysis.

PUB DATE- 30 Oct 85
NOTE- 9p.; Paper presented at the Annual Conference of the National Council for Occupational Education (11th, Denver, CO, October 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; *Job Analysis; *Job Training; *Military Training; Occupational Information; *Occupational Surveys; Postsecondary Education; Program Improvement; Task Analysis; *Training Methods; Training Objectives
IDENTIFIERS- *Air Force

Whether an organization has its own facilities and programs to teach people to perform the jobs necessary to accomplish its purpose, or sends its prospective employees to schools outside its own confines to receive that training, occupational education and training is big business. One problem with occupational training programs is that such programs often overtrain prospective employees, i.e., train them for any task they might possibly need to perform, rather than merely those they will have to perform. While this may seem like a good idea, it has pitfalls: employees may become disenchanted when they do not get to do some of the interesting jobs for which they have been trained, resulting in attrition, or training may be too early to be remembered if it ever is needed. As an alternative to this approach, the Air Force has adopted a cost-effective approach to training. This approach suggests that, for most circumstances, one ought to provide training to employees in only those areas in which the probability is high that they will use that training on their subsequent job. In order to implement this policy, the U.S. Air Force Occupational Measurement Center, located at Randolph Air Force Base, Texas, conducts the Air Force's Occupational Analysis Program. One of the primary purposes of this program is the identification of tasks and groups of tasks that are performed by Air Force personnel in given career fields. These tasks are determined by occupational surveys. Air Force occupational analysis is a four-stage process that includes inventory development, survey administration, data analysis, and interaction with data users. These procedures provide a theoretical basis for cost-effective Air Force training programs. (KC)

ED 264 494 CG 018 722

Blai, Boris, Jr.
Seniors Population Boom Poses Major Challenges.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Day Care; Employment Patterns; Federal Legislation; Federal Programs; Health Needs; *Health Services; Labor Force; Needs Assessment; *Older Adults; *Public Policy; *Retirement

During the last century the population over age 65 in America has increased fourfold. This dramatic increase requires careful economic and social planning and preparation by society, and consideration of specific programs and policies by Congress. Areas needing special consideration are: (1) employment and retirement; (2) allocatoin of health care resources; and (3) long-term care. In the employment and retirement field, policy makers must consider ways to keep older workers in the labor force without penalizing those who, because of health reasons, unemployment, or age discrimination must retire early. In regard to allocation of health care resources, the government must reconsider its present policy since the escalation of health care costs and rising senior population will tax the government's health care provisions as well as demand greater proportions of the elderly's income. In the third area, long-term care, institutional care will not be available for many individuals and so the most effective use of available facilities must be made and assistance must be given for family and community care. Other factors which must be taken into consideration by policy makers include the facts that in the future, seniors' life patterns will be different, there will be more elderly, and the elderly will be predominantly female and alone. (ABB)

ED 264 523 CS 008 206

Lundsteen, Sara W.

The Impact of Learning/Solving Styles and Development on Young Children's Performance of a Prereading Task.

PUB DATE- 7 May 85

NOTE- 70p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Child Development; Cognitive Processes; Cognitive Style; *Developmental Stages; *Early Reading; Language Acquisition; *Learning Processes; *Learning Strategies; Picture Books; Prereading Experience; Preschool Education; Reader Text Relationship; *Reading Comprehension; *Reading Research

Drawing upon data from a series of studies, this paper analyzes children's verbalizations about a wordless picture book to discover any relationships between a child's learning style and his or her comprehension of events in the book. Using the definitions of learning style established by M. Rosenberg, the paper also compares the behavior of children at ages 3, 4, and 5 to determine how early the styles might be observed. After discussing the behavior associated with each of the Rosenberg styles--rigid-inhibited, undisciplined, acceptance-anxious, and creative--and the various dimensions of reading comprehension and story structure that can influence style, the paper describes the methodology and the subjects of the studies. It then presents findings from each of the studies, comments on the developmental trends observed, and discusses the implications for beginning reading instruction. Among other things, the paper reports that style (1) is traceable to a very early age, (2) can persist and change, and (3) has an impact on an individual's comprehension. A description of the picture book used in the studies, a bibliography of wordless picture books, and a short bibliography on learning styles are appended. (FL)

ED 264 597 CS 209 517

Secondary Language Arts: Alaska Curriculum Guide. First Edition.

Alaska State Dept. of Education, Juneau.

PUB DATE- Aug 85
NOTE- 163p.; For the elementary language arts guide, see CS 209 516.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; *English Curriculum; *English Instruction; Language Skills; Literature Appreciation; Oral Language; Reading Ability; *Reading Skills; Secondary Education; *Speech Communication; State Curriculum Guides; Study Skills; Verbal Ability; *Writing Skills
IDENTIFIERS- Alaska

Intended to serve as a model to aid school districts as they develop and review their language arts curricula, this curriculum guide for secondary school lists in parallel columns topics/concepts, learning outcomes, and sample learning objectives for language skills in the areas of oral communication, reading, and writing. Topics and concepts listed in the first column define broadly the content to be studied in each of these areas, including such language skills as speaking, listening, writing, language and composition, and literature. The second column lists the learning outcomes or the goals toward which student learning is directed, and the third column lists sample learning objectives--reasonable measures of student progress toward stated goals. At least one sample learning objective is stated for each learning outcome. The guide also includes the comments and suggestions of several persons who contributed their time to reviewing the guide. (HOD)

ED 264 628 CS 505 150

Drecksel, G. Lloyd
Interaction Characteristics of Emergent Leadership.
PUB DATE- 26 May 85
NOTE- 34p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Decision Making; *Group Dynamics; Individual Characteristics; *Interaction; *Interaction Process Analysis; *Interpersonal Competence; Leaders; *Leadership
IDENTIFIERS- *Emergent Leadership

Drawing from data generated in more than 100 hours of interaction within 15 leaderless groups, a study investigated the interaction characteristics of emergent leadership--leadership that is earned through face-to-face encounters in a group. Each group was instructed to reach consensus decisions on two tasks, both of which provided the possibility that leadership could emerge and change. Members' self-report data were used to identify leaders, with each member rating every other member on a continuum of status from "clearly a leader" to "clearly a nonleader." "Emergent leader" was operationalized as that group member identified as "clearly a leader" by all members (or all but one) during the final group meeting. Results, coded using the Social Information Processing system, indicated that leader interaction tends to be distinctive from the overall group interaction. Leaders tend to distribute this interaction across a wider variety of dyadic partners, communicative functions, and developmental stages of group history than do nonleaders. Leader interaction appeared to be characterized by structured sequential interaction; however, no specific forms of interaction characterized leader participation. References and nine data tables are appended. (FL)

ED 264 641 EA 018 045

Burlingame, Martin
Images of Leadership in Effective Schools Literature.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Role; Cultural Context; Educational Change; Elementary Secondary Education; Leadership; *Leadership Styles; Literature Reviews; Principals; Research Problems; School Effectiveness; *Theory Practice Relationship

The literature of the effective schools movement argues for three very different images of what constitutes leadership, which are regarded in this paper as confused images of leadership. The first image is of a supremely pragmatic but rational actor, the second is of a leader who adheres to the norms typical of the local community culture, and the third is of a leader dependent on group consensus. The research supporting the first image appears based on unchallenged preconceptions and misinterpretations. The case studies used as evidence for the second image fail to reveal universal leadership qualities underlying local standards of leadership. The third image places great significance on the teacher's role, and thus runs counter to prevailing effective schools theory and is therefore generally dismissed. In addition to overemphasizing the principal's leadership role, many of the research reviews pertaining to effective schools are plagued by two other serious errors: generalizing too hastily from too few cases, and ignoring the contexts in which the research projects occurred. The inadequacy of effective schools research allows universal models of leadership to be prescribed that cannot be followed by principals in individual, context-bound practice. (PGD)

ED 264 686 EC 181 335

Herndon, Martha
Protecting Young Children from Sexual Abuse.
PUB DATE- Nov 84
NOTE- 25p.; Paper presented at the Conference of the National Association for the Education of Young Children (Los Angeles, CA, Nov. 8-11, 1984). This research was funded by a grant from the Northwest Area Foundation to the Coalition for Child Advocacy, Whatcom Opportunity Council, Bellingham, WA.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Evaluation; Knowledge Level; *Parent Attitudes; *Preschool Children; Preschool Education; *Prevention; *Program Effectiveness; *Sexual Abuse

Responses of 100 parents, 30 teachers, and over 200 preschool children were used to evaluate the effectiveness of a child sexual abuse prevention curriculum for preschool children. An orientation meeting for parents and teachers preceded a presentation of the curriculum to preschool children. Parents and teachers were already aware of child sexual abuse as a problem and were accurate in their knowledge. After participating in the curriculum, young children were able to identify feelings, were able to say what to do in a case of abuse, and were able to identify private body areas. Parents and teachers responded positively to the curriculum, specifically citing the value of basic knowledge about child sexual abuse and the learning of language skills, e.g., the permission to say "no." (Author/CL)

ED 264 733 FL 015 426

Baker, Joseph O.
The Impact of Study Abroad on Academic Performance: German Language Registrations.
PUB DATE- Nov 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Council on International Educational Exchange (New York, NY, November 5-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Second Language Programs; *Enrollment Influences; German; Higher Education; *Language Enrollment; Language Proficiency; Majors (Students); *Nonmajors; Student Attitudes; *Student Recruitment; *Study Abroad
IDENTIFIERS- Brigham Young University UT

Brigham Young University has implemented a policy of allowing non-language majors, often with limited second-language proficiency, to study abroad. A study examined the effect of a six-month study program in Vienna (Austria) on the academic achievement and post-reentry language registrations of 224 students. Study-abroad students were matched with a control group of non-study-abroad students by age, sex, grade point average (GPA), major, and total credit hours earned. Comparison across the groups focused on changes in GPA, shifts in major, and post-reentry language registrations. No appreciable variation in GPA and no obvious trends in change of major were found. However, substantial differences between groups were found in language enrollments during the period after the study abroad session. Analysis of the data suggests that students who include study abroad in their language plans have a three to one chance of completing their third year and becoming reasonably fluent, over students who begin study on campus and do not study abroad, regardless of language training begun before the year of study abroad. It is suggested that language programs reexamine what they can offer nonmajors, even in study abroad, to arouse more interest in language study. (MSE)

ED 264 378 CE 042 842

Werner, Claire
Employability Competencies for Entry Level Occupations in Electronics. Part One: Basic Theory.
Los Angeles Unified School District, Calif.

PUB DATE- 1 Aug 85
NOTE- 151p.; Pages 135-151 are printed on colored paper. For part two, see CE 042 843.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; *Electric Circuits; *Electricity; *Electronic Equipment; *Electronics; Entry Workers; Evaluation Criteria; Instrumentation; Measurement Equipment; Postsecondary Education; Secondary Education; Student Evaluation; *Technical Education; Vocabulary
IDENTIFIERS- Resistors (Electrical Equipment); Solid State (Electronics)

This syllabus, which is the first of a two-volume set describing the basic competencies needed by entry-level workers in the field of electronics, deals with the basic theories of electricity and electronics. Competencies are organized according to the following skills areas: the meaning of electricity, how electricity works, resistors, Ohm's law, electrical symbols, series circuit principles, parallel and series-parallel circuits, electrical currents, electrical measurement, solid-state devices, and electronics vocabulary. Each page in the syllabus presents a competency statement that is defined by an indicator, a performance objective, a benchmark, and one or more specific observable tasks or behaviors to be used as assessment criteria. Thirteen vocabulary quizzes and an answer key are appended. (MN)

ED 264 393 CE 043 047

Adult Education and the Elderly. Case Studies from Latin America, Africa, Asia and Europe. Background Materials. The Literacy Debate. General Discussion. Literacy and Women. Literacy and Health-Programmes. Adult Education and Development. Number 24.

German Adult Education Association, Bonn (West Germany).

PUB DATE- Mar 85
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; *Adult Literacy; Adult Programs; *Aging (Individuals); Allied Health Occupations Education; Comparative Education; Death; *Developing Nations; Economic Development; Educationally Disadvantaged; Foreign Countries; Home Health Aides; Lifelong Learning; *Literacy Education; Postsecondary Education; Poverty; Womens Education

This journal issue contains 18 solicited articles on two major topics: adult education and the elderly, and the literacy debate. The articles on adult education and the elderly include "A Ripe Old Age," republished from a newsletter of the British aid organization OXFAM; "Special Programme for Retirees: A Model Project in Cali, Colombia," by Gerardo Mondragon; "The Eternal Return," by Nqang O'Khan Kabwasa; "Aspects of Aging in India," by Ashis Bose; "Programmes for the Aged in Singapore," by Lim Hoy Pick; "Lifelong Learning: Educational Opportunities for the Elderly in South Korea," by Synghan Kim; "Burial Cult in Korea," by Mirok Li; "Death, an Indefinable Theme" a working paper of the German Adult Education Association; and "Approaches to Education for Retired People in the Federal Republic of Germany," by Monika Volker. Articles on the literacy debate include "Without Literacy, Development Limps on One Leg," by Harbans Bhola; "Now I Have Learned the Sudanese Word 'Musharaka' (='Participation')," by Bernd Pflug; "Are You Literate? A Collage," by Bernd Pflug; "WHY and HOW Literacy for Women: Some Thoughts in the Indian Context," by Kamla Bhasin; "Illiteracy, Women, and Development: Questions and Reflections," by Lalita Ramdas; "Adult Literacy by 1990," by Hans Raj Gugnani; "Adult Education and Rural Development," by Ranjit Singh; "Developing the Skills of Illiterate Health Workers," by A. R. El Tom, N. Mubarak, S. Wesley, M. H. Matthews, and D. Lauro; "Literacy Not Vital in Primary Care," by William R. Brieger; and "Action Research: A New Sociological Approach in Developing Countries," by Nelly Stromquist. Book reviews and suggested readings are included in the journal. (KC)

ED 264 480 CG 018 708

Avery, Patricia; Hahn, Carole L.

Students' Political Attitudes: Are Gender and Race Important Variables?

PUB DATE- 3 Apr 85

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Some pages may not reproduce well due to light type.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Black Students; High Schools; *High School Students; *Individual Power; *Political Attitudes; *Racial Differences; *Sex Differences; Social Integration; *Student Attitudes

Past research has suggested that gender and race may be important factors in the development of students' political attitudes, that males express more positive political attitudes than do females, and that white students express more positive political attitudes than do black students. A 31-item Political Attitudes Inventory was administered to 327 high school students to examine their political attitudes with respect to gender and race. Previous factor analyses yielded factor structures which established the construct validity for the concepts of Social Trust, Social Integration, Political Interest, and Political Confidence. The study used a 2x2 (gender x race) factorial design. The interaction effect between the two independent variables (race, sex) was found to be nonsignificant for each of the four dependent variables (Social Trust, Social Integration, Political Interest, Political Confidence). Further analyses indicated that race was a significant source of variance for Social Trust, Social Integration, and Political Confidence; in all cases blacks expressed more negative attitudes than did whites. Gender differences were significant in only one area: females demonstrated a lower sense of Political Confidence than did males. No differences in Political Interest among the groups were demonstrated. These findings suggest than both female students and black students sense a lesser degree of personal influence on political activities. (NRB)

ED 264 612 CS 505 110

Thibodeaux, Terry M.; Siltanen, Susan A.

Classroom Communication Climate: The Development and Testing of a Measure of the Nonverbal Communication in the Classroom.

PUB DATE- Nov 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Environment; *Communication Research; Higher Education; Interaction Process Analysis; *Nonverbal Communication; *Questionnaires; Student Behavior; Teacher Behavior; *Teacher Student Relationship

A study was conducted to analyze the role that nonverbal communication plays in classroom climate. A 40-item classroom communication climate questionnaire was developed, and administered to 76 students and 8 teachers to determine its reliability and validity. After several changes and deletions, the final version of the questionnaire was administered to 200 students and 7 teachers from classes in speech and hearing sciences, biology, speech, and journalism. Although analysis of the data seems to emphasize openness on the teacher's part and the ability of the teacher to teach dramatically as factors affecting classroom communication, the validity of some of the measures used must be questioned. Therefore, further research in this area is necessary. (DF)

ED 264 365 CE 040 910

Long-Term Farm Policy to Succeed the Agriculture and Food Act of 1981 (Research, Extension, and Teaching). Part 5. Hearings before the Subcommittee on Departmental Operations, Research, and Foreign Agriculture of the Committee on Agriculture, House of Representatives, Ninety-Eighth Congress, Second Session (June 6, 7, 12, and 13, 1984).

Congress of the U.S., Washington, D.C. House Committee on Agriculture.

PUB DATE- Jun 84
NOTE- 750p.; Parts 1-4 not in ERIC. Document contains small type.
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; *Agricultural Education; Computers; Federal Legislation; Federal Regulation; Hearings; *Higher Education; *Long Range Planning; Needs Assessment; Policy; *Research Needs; Research Projects; *Rural Extension
IDENTIFIERS- Agriculture and Food Act 1981; *Biotechnology; Congress 98th; *Cooperative Extension Service; Department of Agriculture

This congressional hearing is the fifth of five volumes examining various aspects of agricultural research, extension, and teaching as a prelude to determining what changes are to be made in Title XIV of the farm bill. Focuses are the U.S. Department of Agriculture (USDA) biotechnology program plans and regulatory concerns and the public benefits expected from biotechnology; needs assessment (implications for priority-setting, pesticide use, and technology and farm structure); higher education issues, extension accountability, formula change, and computer technology; and Agricultural Research Service redirections and USDA views on all issues. Testimony includes statements from representatives in Congress and individuals representing the following institutions: Indiana Agricultural Experiment Station; Purdue University; American Institute of Biological Sciences; National Academy of Sciences; National Science Foundation; Michigan State University; Virginia Polytechnic Institute and State University; Texas A&M University; Monsanto Agricultural Products Co.; National Center for Food and Agricultural Policy; University of Kentucky; North Dakota State University; National Agricultural Research and Extension Users Advisory Board; National Association of State Universities

and Land-Grant Colleges; North Carolina State University; Maryland Cooperative Extension Service, University of Maryland; University of Connecticut; American Association of State Colleges and Universities and American Association of State Colleges of Agriculture and Renewable Resources; Cornell University; and the USDA. A topic index is appended. (YLB)

ED 264 424 CE 043 146

Spero, Abby
Is the Job Training Partnership Act Training Displaced Homemakers? A Technical Report on Services to Displaced Homemakers under JTPA.
Displaced Homemakers Network, Washington, DC.
SPONS. AGENCY- Women's Bureau (DOL), Washington, D.C.
PUB DATE- Oct 85
NOTE- 35p.; Document printed on colored paper.
AVAILABLE FROM- Displaced Homemakers Network, 1010 Vermont Ave., N.W. Washington, DC 20005 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Displaced Homemakers; *Federal Aid; *Federal Programs; Females; Financial Support; Grantsmanship; Job Skills; *Job Training; Postsecondary Education; Program Content; Program Costs; *Program Effectiveness; Reentry Workers; Training Allowances; Womens Education
IDENTIFIERS- *Job Training Partnership Act 1982

The Displaced Homemakers Network surveyed its 425 programs in the winter of 1985 to determine the extent and nature of services to displaced homemakers under the Job Training Partnership Act (JTPA). Also sought was information about the barriers to JTPA that kept program operators from bidding successfully for contracts. Finally, the survey collected information to find out if programs' level of involvement in their local JTPA scenes could be related to having a JTPA contract. Some of the key findings were the following: (1) 61 programs (about one-third of the approximately 40 percent that replied to the survey) had 80 JTPA contacts; (2) typical JTPA projects enroll 1 to 20 displaced homemakers; (3) a wide range of services were being provided by projects serving displaced homemakers, with the greatest concentration in pre-employment activities and vocational training; (4) more than half of the 80 contracts made provisions for supportive services, mainly child care and transportation costs; (5) much of the vocational training offered by JTPA projects was in one of three areas: clerical/office skills/work processing, health care, and nontraditional occupations; (6) programs most often used Title IIA funds; (7) the 10 percent window for serving persons who face barriers to employment was being used to enroll displaced homemakers; (8) the two reasons most frequently cited for not having a JTPA contract were that information was lacking and that homemakers were not a targeted population; and (9) knowledge of and involvement in the local JTPA scene was positively related to having a JTPA contact. (KC)

ED 264 438 CE 043 166

Owens, Tom; Cohen, Carolyn
Planning for New and Changing Occupations. Ideas for Action in Education and Work.
Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 10p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Career Education; *Data Collection; *Educational Planning; *Emerging Occupations; Employment Programs; Information Dissemination; Job Skills; *Job Training; Postsecondary Education; *Program Development; Secondary Education; Surveys; *Vocational Education

Education and employment and training program planners were surveyed to determine how they planned for emerging occupations. Planners identified several formal and informal means used to collect information to evaluate economic, industrial, and occupational trends. Information collection was conducted in five categories: publications, advisory councils (private sector), personal contacts and experience in industry, other personal contacts, and local research. When asked how the information affects program planning, respondents most frequently cited as an example the impact of office automation, which caused them to integrate the use of microcomputers and word processing into the business and office cluster. Respondents offered concrete examples for improving information and making it more useful to them. The three areas targeted for improvement were upgrading the collection, presentation, and dissemination of data; sharing curriculum information; and collaborating more closely with industry. (Reactions of reviewers to draft copies of this issue are attached.) (YLB)

ED 264 451 CG 018 679

Violent Crime Against the Elderly: A New Jersey Perspective. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (Plainfield, NJ).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-514
PUB DATE- 11 Feb 85
NOTE- 126p.; Some pages may be marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advocacy; Community Problems; *Crime; Crime Prevention; *Criminal Law; *Fear; Hearings; *Older Adults; *Victims of Crime; *Violence
IDENTIFIERS- Congress 99th; New Jersey

This document contains testimony from a Congressional hearing held in New Jersey to examine violent crime against the elderly. Opening statements are presented from committee members Matthew J. Rinaldo, William J. Hughes, Christopher H. Smith, and Dan Mica. Four panels of witnesses testify: (1) two elderly victims of violent crime; (2) federal, state, and local law enforcement officials; (3) a detective specializing in crime prevention and a city police chief; and (4) elderly advocacy representatives. Witnesses provide testimony that elderly people have special difficulties recovering from the physical, economic, and psychological ills of crime because they have fewer resources upon which to fall back. The crime prevention officer reports fear of crime to be one of the greatest burdens crime creates for the elderly. Law enforcement officials testify that crime rates are decreasing and elderly people have a lower victimization rate than do younger people. The impacts of tougher crime control legislation and victim compensation are discussed. Elderly advocates call for increases in police presence, citizen watch activity, punishment of criminals, numbers of police, and federal funding for older citizens' needs. The appendix includes brochures on crime prevention for the elderly and New Jersey crime victim compensation information. (ABL)

ED 264 466 CG 018 694

Williams, Julie E.; Achilles, Charles M.
Appalachian Adolescent Health Education Project (AAHEP): Third-Year Evaluation Report.
Douglas Cherokee Economic Authority, Morristown, TN.; Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
SPONS. AGENCY- Office of Adolescent Pregnancy Programs (PHS), Washington, DC.
PUB DATE- Dec 85
NOTE- 43p.; For related documents, see ED 263 509, and CG 018 692-693.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Birth Rate; Birth Weight; Contraception; Counseling Services; *Early Parenthood; Family Planning; Females; High Schools; *Pregnancy; Prevention; *Program Evaluation; *Sex Education
IDENTIFIERS- *Appalachian Adolescent Health Education Project; Tennessee

This report evaluates the third year of the Appalachian Adolescent Health Education Project (AAHEP), a program designed to reduce adolescent pregnancy rates and provide care for pregnant teenagers in East Tennessee. The report notes that the project's scope changed from a 15-county region to a concentration of efforts in 3 target counties for the care component and 7 target high schools in 2 additional counties for the prevention component, with the additional 10 counties receiving less service. Evaluation design and project focus changes are also reported: federally-requested hypotheses replaced AAHEP goals and objectives as project guides and three control counties were added for comparison data. The report includes the new hypotheses, context information, a plan for the next year, care component results, prevention results and sections on management and general comments, issues, and discussion, progress information, dissemiration, and conclusions. The report concludes that AAHEP has succeeded in meeting its care and prevention goals and that its services appear to have reduced the incidence of adolescent births in the target counties. Six tables, six figures, and three appendices are included. (ABB)

ED 264 509 CG 018 737

Hayes, Christopher L.
Professional Value Conflicts in Forcing Services on Resistant Older Clients.
PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Rights; *Clinical Diagnosis; Conflict Resolution; *Counselor Client Relationship; Decision Making; Eligibility; High Risk Persons; *Institutionalized Persons; Interprofessional Relationship; Intervention; *Older Adults; Professional Autonomy; *Psychological Evaluation

Clinicians who work with at-risk older adults are often faced with the difficult decision to override their client's civil rights and force institutionalization. Many times the professional is pressured by police or a housing manager to "just do something" with the judgmentally impaired older client. Clinicians faced with these decisions may experience role conflict and ambiguity, conflict between legal and social values, and conflict between professional and organizational standards. Firm guidelines for forcing services cannot be made. Decisions must be made on a case by case basis since at some point the client's right to self-determination is superseded by other variables. It is hoped that by examining ethical foundations and the personal/professional values that guide these decisions, clinicians will be able to deliver an intervention that balances the client's wishes, the professional's assessment of the degree of crisis, and the community's right to be protected. (ABB)

ED 264 568 CS 209 443

Mowlana, Hamid, Ed.
International Flow of News: An Annotated Bibliography.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- COM/85/WS/2
PUB DATE- 85
NOTE- 261p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Communication Research; *Developing Nations; *Foreign Countries; *Information Sources; *Media Research; *News Media; *News Reporting
IDENTIFIERS- Africa; Asia; Central America; Europe; Media Government Relationship; Media Role; Middle East; News Bias; *News Flow; New World Information Order; North America; South America

Noting the unprecedented expansion of research in the field of international communications, much of it conducted by scholars from developing countries, this bibliography contains citations of studies on the international flow of news. The bibliography begins with an introduction to the field of research on international news flow, noting those areas in which this bibliography differs from others on international communication and the New World Information and Communication Order debate. The remainder of the bibliography is divided into two parts. The first part is devoted to studies that are international in scope, or deal with general theoretical, methodological, and policy issues. The second part contains studies treating the regional or national flow of news by geographic regions: (1) Africa, (2) Arab States, (3) Asia, (4) eastern Europe, (5) western Europe, (6) North America, and (7) South and Central America. (HTH)

ED 264 583 CS 209 487

Sinatra, Richard
How a Holistic Language Arts Curriculum Influenced the Reading and Writing Proficiency of Kindergarten and Primary Grade Children.

PUB DATE- Oct 84
NOTE- 24p.; Paper presented at the Annual Meeting of the Eastern Regional Conference of the International Reading Association (5th, Baltimore, MD, December 13-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Holistic Approach; Language Arts; Primary Education; *Reading Instruction; *Reading Research; Reading Skills; Reading Writing Relationship; *Writing Instruction; *Writing Research; Writing Skills

A study investigated the feasibility of presenting to primary-grade children a holistic, functional language arts program instead of a subskill one. Over 1,000 children from 16 inner city elementary schools were divided into three groups: (1) Group A, taught by teachers trained in holistic and language oriented approaches to reading and writing, who helped write the curriculum manuals; (2) Group B, taught by teachers who implemented the manuals; (3) and Group C, a control group. The children were tested three times a year on their ability to write a composition and read passages at increasing readability levels. In writing, results indicated that Group A kindergarten and first grade students performed significantly better than the other groups, but not at the second and third grade levels. In reading, Group A students achieved more in the ability to comprehend silent reading material at increasing levels of difficulty than Group B or Group C at the first and second grade levels and did as well as the other students at the third grade level. The findings indicate that a holistic curriculum appears to be most effective for kindergarten and first and second graders and that a rapid gain in the ability to write a meaningful composition occurred in the Group A kindergarten and first grade children. (EL)

Zirkel, Perry A.

Be Prepared When Parents Complain.

National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- Sep 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Policy; Conflict; Conservatism; *Controversial Issues (Course Content); Elementary Secondary Education; Federal Legislation; *Federal Regulation; *Parent Rights; *Parent School Relationship; Politics of Education; School Law
IDENTIFIERS- *Hatch Amendment

In 1978 Congress enacted an amendment to the General Education Provisions Act (the Hatch Amendment), which mandates two privacy-based safeguards in those federally funded programs "designed to explore or develop new or unproven teaching methods or techniques." Implementing regulations were issued last fall by the U.S. Department of Education. A number of broad-based attempts to apply the Hatch Amendment to instructional programs are happening nationwide. Several conservative organizations distributed to some 250,000 parents a "model letter" that enumerated activities comprising 34 topics that the groups believe parents are entitled to review and approve before their children participate in them. The National School Boards Association (NSBA) supports the objective that school systems inform parents of experimental programming and not engage in psychological testing and treatment without parental consent. The NSBA found that over three-quarters of 386 school systems surveyed already had such policies and is urging that the "confusing and unnecessary" Hatch regulations should be withdrawn and the legislation repealed. To be certain that school system policy conforms with the requirements of the Hatch Amendment, board members are advised to assess policy and see that it gives parents the legal right to inspect all instructional materials. The policy should contain a fair procedure for dealing with complaints and require that complaints, acknowledgments, and decisions all be in writing. (MLF)

ED 264 718 FL 015 372

Paillet, Jean-Pierre

Computers in the Teaching of Linguistics.

PUB DATE- 84
NOTE- 11p.; In: Carleton Papers in Applied Language Studies, Volume I (FL 015 370).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advanced Courses; Classroom Techniques; Computer Assisted Instruction; *Divergent Thinking; Higher Education; Information Processing; Interviews; *Language Processing; *Linguistics; *Programing Languages; Research Methodology
IDENTIFIERS- Carleton University ON; *LOGO Programing Language

In an interview, a professor of linguistics at Carleton University (Ontario) discusses his use of computers and the programing language LOGO in a fourth-year linguistics course. LOGO was chosen because of its similarity to natural language and its method of structuring data. The first use was in an experimental linguistics seminar, in which the computer was used to expose students to a way of thinking relevant to language and to its use as a tool for conducting linguistics experiments. The computer use was found to be successful in promoting interactive learning and divergent thinking, and in getting across several basic concepts to be used in later courses. Use of computers and of LOGO in education in general is supported because of their ability to promote divergent rather than convergent thinking, and development of a game grammar with even more flexibility than LOGO is seen as a next step. (MSE)

ED 264 538 CS 008 241

Raphael, Taffy E.

Research on Reading: But What Can I Do on Monday? Occasional Paper No. 89.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- IRT-OP-89

PUB DATE- Nov 85

NOTE- 47p.

CONTRACT- 400-81-0014

AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Education; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Processes; Reading Skills; Reading Strategies; *Teaching Methods; *Theory Practice Relationship

Focusing on research and its implications for classroom practice, this paper describes how students' comprehension of text can be enhanced by using a variety of easily available materials. The first section considers what successful reading involves in terms of the active nature of learning in general, the characteristics of skilled readers, and general principles for developing skilled readers. The second section presents research underlying specific techniques for instruction and describes these techniques, which are related to increasing the students' participation in some of the traditional areas of reading instruction (such as vocabulary development, prereading discussions, and guided reading). The third section examines some aspects of the social context in which reading occurs and the implications of current research for the role of the teacher, for grouping practices, and for the classroom setting in general. References and annotated lists of additional readings in this field are included. (Author/EL)

ED 264 553 CS 209 171

Dillon, David; Tuinman, Jaap
Researching Language Arts: Shifting Paradigms and Professor Dillon in Search of the Horse.
PUB DATE- Jun 84
NOTE- 19p.; Papers presented at the Colloquium on Research in Reading and Language Arts in Canada (Lethbridge, Alberta, Canada, June 7-9, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Educational Research; *Educational Researchers; Elementary Secondary Education; *Language Arts; Learning Processes; Models; Reading Research; *Reading Teachers; Research Design; Research Problems; *Teacher Role
IDENTIFIERS- *English Teachers; *Research Trends

Because of recent shifts in understanding the nature of knowledge and the process of learning, there may be major and long-lasting changes in the nature of educational research and its role for educators. Since most people understand through the use of metaphor, a metaphor that previously fostered the understanding of research is the assembly line of the industrial machine, which manufactures new knowledge in increasing quantities at more efficient rates. However, this comparison is no longer as appropriate as it once was. Some of the major problems that have characterized research include the following questions: (1) Who's the teacher and who's the researcher? (2) What is personal and what is professional? and (3) What are the differences between researching, learning, and teaching? Many of the dichotomies are being resolved by recognizing the duality of everything, such as (in language arts) learning to read by writing and teaching effectively by learning. A review of recent language arts research shows the same dichotomous nature for teacher-researchers, and perhaps for researcher-teachers. Powerful forces are at work to transform language arts research--and learning in general. (DF)

Regulations for Implementation of the Exceptional Children's Act (R.S. 17:1941-1958 et seq.). Louisiana's Law for Exceptional Students. Revised. Bulletin 1706.

Louisiana State Dept. of Education, Baton Rouge. Div. of Special Education.

PUB DATE- 1 Jul 83
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; *Board of Education Policy; *Board of Education Role; Boards of Education; Coordination; Definitions; Delivery Systems; *Disabilities; Due Process; Elementary Secondary Education; Handicap Identification; *Program Administration; School District Autonomy; *Special Education; *State Standards
IDENTIFIERS- *Louisiana

The booklet presents Louisiana's regulations for implementing state special education legislation. Nine topic areas are addressed: (1) responsibilities of the Board of Elementary and Secondary Education (free appropriate public education, state advisory council); (2) responsibilities of the Superintendent of Public Elementary and Secondary Education and the Department of Education (personnel certification, competency-based assessment program); (3) responsibilities and activities of the Office of Special Educational Services (general supervision, monitoring, complaint management, investigation); (4) responsibilities of city and parish school boards, Special School District #1, and state special schools (child identification, individual evaluation, Individualized Education Program, placement requirements, administrative matters of city/parish systems); (5) procedural safeguards (confidentiality, rights of exceptional children, surrogate parents); (6) establishment and operation of Special School District #1 (jurisdiction, enrollment, financing); (7) responsibilities of state board special school and nonpublic schools administrative organization, enrollment, approved nonpublic schools); (8) interagency agreements (purpose, types, mandatory contents); and (9) definitions (79 terms). Appended materials address State Equalization Fund Minimum Foundation rules and staff ratios. (CL)

ED 264 703 EC 181 352

McConnell, J.
Career Awareness and Preparation: A Group Effort.
PUB DATE- Oct 84
NOTE- 11p.; In: Sykanda, A.M., Ed.; And Others. Insight in Sight: Proceedings of the Conference on the Visually Impaired Child (5th, Vancouver, British Columbia, October 18-20, 1984). For proceedings, see ED 260 566.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Awareness; *Career Development; Elementary Secondary Education; Teamwork; *Visual Impairments; Work Experience Programs

Career development and awareness issues for visually impaired students are explored. The developmental nature of career development is analyzed. Career development is seen as a lifelong process beginning with the parents and proceeding with prevocational activities at the elementary level. Changing emphases at the junior high level and the high school level are noted. The contributions of vocational counselors and school guidance counselors are considered. Also discussed are the benefits of summer work experience programs. In addition, the need for teamwork among parents, teachers, vocational instructors, mobility instructors, medical personnel and others is stressed. (CL)

ED 264 749   HE 018 753

Tertiary Education Fees Public Opinion Poll, Australia.
McNair Anderson Associates Pty., Ltd., (Australia).
SPONS. AGENCY- Australian Teachers' Federation, Canberra.; Federation of Australian Univ. Staff Associations.; Federation of Coll. Academics (Australia).
PUB DATE- Mar 85
NOTE- 40p.
AVAILABLE FROM- Australian Teachers Federation, 18-20 Lincoln Square, Carlton, Victoria, Australia 3053 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Attendance; Educational Policy; Fees; *Foreign Countries; Government School Relationship; Postsecondary Education; *Public Opinion; *Public Policy; Questionnaires; Student Costs; Surveys; *Tuition; Unions; *Voting
IDENTIFIERS- *Australia

The public reaction to the proposal that the Australian government should reintroduce fees for tertiary education was surveyed in 1985. The influence of the proposal on the way people would vote in a federal election was also investigated. The fee would be between $900 and $1,500 per year for full-time tertiary education. As part of a McNair Anderson survey, house-to-house interviews were conducted with 1,279 people, using a probability sample design. The respondents were distributed by state, age, and sex. The poll found that 74% of Australians opposed fees, and 21% indicated that reintroduction of fees by the federal government would affect the party they would support in voting. About 36% of 18-24 year old and about 27% of 14-17 year olds said that they would change their vote over fees. Tables show separate results by sex, five age groups, geographic region, level of education completed, four occupational categories, number of people in household, and marital status. For each questionnaire item, the percent of students who agreed/disagreed with the statement or didn't know is shown. Included is an edition of the Australian Teachers' Federation's Research Notes, which summarizes the poll's findings and implications, with attention to youth policy problems, and roles of teacher's unions. (SW)

ED 264 762 HE 018 935

Yost, Michael
Conducting Institutional Research Using an Integrated Student Information System.
PUB DATE- 27 Oct 83
NOTE- 20p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Daytona Beach, FL, October 27, 1983). Flowcharts may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computer Software; *Databases; Data Processing; Higher Education; Institutional Characteristics; *Institutional Research; *Management Information Systems; *Program Development; Recordkeeping; Statistical Analysis; Student Characteristics
IDENTIFIERS- *Trinity University TX

The use of an integrated student information system (ISIS) to conduct institutional research at Trinity University is discussed. The types of data contained in the system, which has 59 files, include: student characteristics, recruitment, financial aid, registration, faculty load, and class scheduling. The data for students, faculty, departments, divisions, and budgets are entered into the ISIS through terminals on 45 different terminal screens. Some of the data are also system-generated and/or maintained. Considerations in designing programs to extract information from the files are identified, along with methods to validate data. Preparing a program using the Statistical Package for the Social Sciences is described, with attention to logging and dating files for historical purposes, formatting data, choosing variables, and adding variables to existing files. Also considered are: techniques to examine selected subsets of students, faculty, or courses; modifying or generating study variables; methods of conducting multiple analyses from a single disk file; and generating ad hoc reports or standard, periodic reports. Two examples of documentation on course/faculty load and enrolled students are provided, including variable descriptions and field lengths. A sample program on attrition is included, along with a flowchart of the database. (Author/SW)

Pittelman, Susan D.; Levin, Kathy M.

An Exploration of the Use of a Speech-Enhanced Microcomputer-Based Language Experience Program to Facilitate Beginning Reading Instruction. Program Report No. 85-6.

Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 27p.; A report from the Program on Classroom Processes: Skill Development--Language Arts.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Speech; *Beginning Reading; *Computer Assisted Instruction; *Computer Software; Individualized Instruction; Kindergarten; Kindergarten Children; *Language Experience Approach; Learning Activities; Microcomputers; Primary Education; Program Development; Reading Instruction; *Reading Research

A research project was undertaken to explore the effects of using a microcomputer equipped with a speech synthesizer to enhance and aid in the individualization of the language experience approach in beginning reading instruction. A prototypic program was developed and pilot-tested with 12 kindergarten children over a three-week period, with each child participating in three individual sessions a week for two weeks. In the third week, the computer was moved into the classrooms to evaluate the benefits that a speech-enhanced system might have on the communicative environment. During the project, three areas were identified in which the microcomputer made distinct contributions to the language experience program: (1) more efficient use of teacher time and materials, (2) increased individualized and independent learning, and (3) increased student motivation. The pilot study confirmed that microcomputers with speech synthesizers can enhance the language experience approach to beginning reading. (Author/FL)

ED 264 613 CS 505 111

Watson, Kittie W.; Barker, Larry L.
Listening Assessment: The Watson-Barker Listening Test.
PUB DATE- Nov 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Listening Comprehension; *Listening Comprehension Tests; Listening Skills; Postsecondary Education; *Test Construction; Test Reliability; Test Reviews; Test Use; Test Validity
IDENTIFIERS- *Watson Barker Listening Test

An overview of listening tests and a description of the Watson-Barker Listening Test are presented in this paper. Topics covered include the readability and validity of listening tests; listening test administration; listening test criteria; creation of the Watson-Barker Listening Test; development, validation, and proper administration of this test; research using the Watson-Barker Listening Test; and the use and response to the test, as well as future plans. Four tables containing data on the test and a short bibliography are included. (DF)

Ben-Peretz, Miriam; Avi-Itzhak, Tamar E.
Factors Affecting Principals' Leadership as Facilitators of Curriculum Change: A Multivariate Approach.
PUB DATE- 85
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Change Agents; Curriculum Development; Educational Change; Faculty Development; Foreign Countries; *Leadership Styles; Models; Multiple Regression Analysis; *Predictor Variables; *Principals
IDENTIFIERS- Israel

Sixty-nine Israeli school principals completed questionnaires designed to reveal the factors contributing to the leadership styles they used when initiating curricular changes. The principals fell into three leadership categories: "Initiators," who seek change in accordance with long range policies and goals; "Responders," who focus on traditional administrative tasks and immediate needs; and "Managers," who support innovation in response to external pressures. The principals' goals for staff development as an aspect of curriculum improvement varied according to their leadership styles: Responders emphasized cognitive goals, Initiators did not value cognitive goals, and Managers focused on evaluative goals. Background factors affecting leadership styles included the impact of managerial training on Managers, the influence of autodidactic knowledge on Initiators, and interest among Responders in practical implications of curriculum implementation. Organizational factors included the tendency for established, government-operated schools to foster Initiators. Other factors tested were strategy and policy factors. Although the multiple regression analysis used did not prove all of the factors to be predictive, those that were predictive accounted for 20 percent of the variance in the Responders, 31 percent of the variance in the Managers, and 48 percent of the variance in the Initiators. (PGD)

ED 264 687 EC 181 336

Tonigan, Richard F.
Population Estimates and Projections of New Mexico's Developmentally Disabled for the Years 1980-2000.
Developmental Disabilities Planning Council, Santa Fe, NM.
PUB DATE- Sep 84
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Demography; *Developmental Disabilities; Elementary Secondary Education; Futures (of Society); *Incidence; Population Growth; *Population Trends; State Surveys; Statistical Data
IDENTIFIERS- *New Mexico

The report examines trends in New Mexico's population and projects population changes from 1980 through 2000 and resultant changes in the prevalence of developmental disabilities. Estimated projections are by sex, age, and country. Cumulative projected frequencies obtained per age and sex category by 5-year intervals were then multiplied by age-specific prevalence rates. Findings revealed that the rate of state population growth was projected to decrease from 28.1% (1970-80) to 26% (1980-1990) and to 18% (1990-2000). Projection estimates of the developmental disability population are presented and analyzed in relation to the total state population and to itself. Estimates suggest that over the next 16 years the developmental disability population will begin a distinct change in age composition, namely a percentage decrease in the 0-4 and 5-19 age group and a percentage increase among 20-year-old-plus groups.

Data are summarized for each of the state's seven health districts, only one of which is expected to exceed the state's overall rate of population growth over the next 16 years. (CL)

ED 264 734 FL 015 428

Portuguese. Materials Status Report.

Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

PUB DATE- Nov 85

NOTE- 243p.

CONTRACT- 1735-507041

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; *Portuguese; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Portuguese is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching the language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the instructor planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (Author/MSE)

ED 264 379 CE 042 843

Werner, Claire
Employability Competencies for Entry Level Occupations in Electronics. Part Two: Job Specific Skills.
Los Angeles Unified School District, Calif.
PUB DATE- 1 Aug 85
NOTE- 118p.; For part one, see CE 042 842. Part 3 has not been developed due to a program change.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alarm Systems; Appliance Repair; Behavioral Objectives; Cable Television; Competence; *Competency Based Education; *Electrical Occupations; *Electronic Equipment; *Electronic Technicians; Entry Workers; *Equipment Maintenance; Evaluation Criteria; Postsecondary Education; Secondary Education; Student Evaluation; *Technical Education; Videotape Recorders

This syllabus, which is the second of a two-volume set describing the basic competencies needed by entry-level workers in the field of electronics, deals with the competencies needed in five different electrical occupations. Competencies are organized according to the following occupational areas: electronic assembly, telephone repair and installation, security alarm installation, videocassette recorder repair and maintenance, and cable television installation. A chapter on general electrical safety competencies is also provided. Each page in the syllabus presents a competency statement that is defined by an indicator, a performance objective, a benchmark, and one or more specific observable tasks or behaviors to be used as more assessment criteria. (MN)

ED 264 408 CE 043 100

McCormick, Fred C.; McCormick, Eileen R.
An Impact Assessment of the University Council.
Educational Operations Concepts, Inc., St. Paul, Minn.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 85
NOTE- 164p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Vocational Education; *Educational Improvement; Higher Education; Postsecondary Education; *Program Evaluation; Secondary Education; *Teacher Education; *Universities; *Vocational Education
IDENTIFIERS- *Impact; *University Council for Vocational Education

A comprehensive third-party evaluation assessed the impact of the University Council for Vocational Education in Illinois. Objectives were to assess impacts of funding the University Council for each participating university; determine its impact on improving the quality and expanding the scope of adult, vocational, and technical education; and document strengths and weaknesses in terms of efforts in coordinating intra-state teacher education activities. Major procedures included documentation research; statewide interviews; review of annual university plans, funding agreements, and final reports; university campus visitations and interviews; university campus impact survey; and statewide education leader impact survey. The 38 major findings and conclusions were divided into two areas. (1) A statewide impact assessment across the nine member universities summarized "major activities and their impacts" and "factors that inhibit/enhance impacts." (2) Impact-related findings and conclusions regarding the University Council and the State Board were organized according to effectiveness, efficiency, and equity considerations. The 23 major recommendations were reported according to the four areas of involvement of the University Council: the nine member universities, the University Council, the State Board, and the State Board/University Council/Occupational Education Coordinator Projects. (Exhibits, totalling over one-half of the report, include instruments and results.) (YLB)

Horns, Virginia; Abbott, Gypsy

A Comparison of Concepts of Self and Parents among Elementary School Children in Intact, Single Parent, and Blended Families.

PUB DATE- Nov 85

NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Education Researcher's Association (Biloxi, MS, November, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Children; Divorce; Elementary Education; Family Life; *Family Structure; *One Parent Family; *Parents; *Self Concept; Sex Differences; *Stepfamily

Family structures are changing because of the divorce rate. Three types of family structures can be identified: (1) intact families with children living with both natural parents; (2) single parent families with children living with one natural parent; and (3) blended families with children living with one natural parent and one step parent. A study was conducted to examine the differences in children's self-concepts and their concepts of the adults they live with in relation to family structure. Gender and grade differences were also examined. Participants (N=404) were students in grades 2-5 with approximately equal numbers of girls and boys, all of middle to high socioeconomic status. The Personal Attribute Inventory for children, consisting of 24 negative and 24 positive descriptors from which subjects choose 15 words that best describe a designated person or group, was used to assess interpersonal and intrapersonal evaluations. Few differences on self-concept and concepts of parents were found. No statistically significant differences related to gender or grade were found. Specific feelings reported were different, with children of single parents evaluating themselves as less calm and less complaining but more afraid and nicer than other children. Children from intact families rated themselves as calmer, healthier, stronger, and wiser than other children. It is suggested that further research should examine the relationship between children's self-concept and the level of conflict in their families. (ABL)

ED 264 495 CG 018 723

Snyder, Gerald; And Others
Preventing Alcohol Problems Through a Student Assistance Program: A Manual for Implementation Based on the Westchester County, New York Model.
National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-84-1344
PUB DATE- 84
NOTE- 98p.; Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Adolescents; *Alcoholism; *Drug Abuse; Family Programs; Guidance Programs; Intervention; Needs Assessment; Prevention; *School Community Relationship; *School Counseling; Secondary Education; Student Needs

This manual was designed to provide school administrators, counselors, teachers, parent groups, and community members with a comprehensive school-based program for preventing alcohol problems. Detection and intervention before the onset of alcohol and drug problems is stressed. Modeled after employees' assistance programs used to identify and aid employees with negative work performance, the Student Assistance Program described in this manual uses professional counselors who are accountable to the community health agency and school in which they work. The manual describes the counseling program in five chapters, using a question and answer format. The chapters include: 1) The Program in Action: Six Kinds of Groups; 2) Getting Started: Involving Schools, Students, and Parents; 3) Student Assistance Counselors: Qualifications and Duties; 4) Referral to the Program: Getting the Student in the Door; and 5) Community Support: Involving Parent Groups, Faculty, and the Community. A checklist for implementation and a bibliography are provided. The appendices consist of the student assistance program policy for handling student alcohol and drug use, the Code of Federal Regulations regarding the confidentiality of alcohol and drug abuse patient records, a list of state and territorial alcoholism program directors, a counselor evaluation form, an evaluation summary, a sample student questionnaire and a summary reporting form. (ABB)

ED 264 598 CS 209 518

Parson, Gail
Hand in Hand: The Writing Process and the Microcomputer. Two Revolutions in the Teaching of Writing. A Manual for Secondary Teachers.
Alaska State Dept. of Education, Juneau. Office of Instructional Services.

PUB DATE- Jun 85
NOTE- 143p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Computer Oriented Programs; *Computer Software; Secondary Education; *Theory Practice Relationship; *Word Processing; *Writing Instruction; *Writing Processes; *Writing Research; Writing Skills

Intended for teachers beginning to integrate the use of computers into the teaching of writing, this manual reports on a computer and writing skills project for teachers and discusses current theory and research in relation to the classroom experience, practical advice, and specific teaching suggestions of the 10 secondary school teachers involved in the project. The six chapters discuss the following: (1) the change from the traditional approach to teaching writing to translating current research into classroom practices; (2) the use of word processors to teach writing; (3) how to get started, including tips on hardware, a discussion of software packages, and reviews of software programs; (4) training students and teachers to use word processing; (5) how the microcomputer and process approach to writing instruction will affect teaching and learning; and (6) final thoughts, surprises, suggestions, and a summary. A list of commercial sources of information is included, and the appendix contains articles on teaching writing by using the word processor and on class-based writing research. (EL)

ED 264 629 CS 505 158

Berryman-Fink, Cynthia; Brunner, Claire
The Effects of Sex of Actor and Target on Interpersonal Conflict Management Styles.
PUB DATE- 8 Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; *Communication Research; Comparative Analysis; *Conflict Resolution; Employer Employee Relationship; *Females; *Interpersonal Communication; *Males; Sex Differences
IDENTIFIERS- *Conflict Management; *Management Styles

A study was conducted to explore how males and females differ in their use of interpersonal conflict management styles. Subjects were 71 male and 76 female students from an introductory interpersonal communication course at a large midwestern state university. They were instructed to think of an important relationship with either an opposite-sex or same-sex person while completing the Thomas-Kilman Conflict Mode Instrument. Subjects were divided into subject or actor and target dyads, both male, both female, and mixed. Overall means for each of the five conflict-handling modes provide the ranking of the most-used to least-used styles: compromising, avoiding, collaborating, accommodating, and competing. The results indicated that males are more likely than females to compete in conflicts, and females are more likely than males to compromise in conflicts. Also, subjects of both sexes were more likely to use the accommodating style when managing a conflict with a female target. (HTH)

ED 264 719 FL 015 373

Pagurek, Joyce; Fitzgerald, Brigid
English in the Workplace: McDonald's Executive English.
PUB DATE- 84
NOTE- 17p.; In: Carleton Papers in Applied Language Studies, Volume I (FL 015 370). Some pages may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Applied Linguistics; *Business Communication; Class Activities; *Communicative Competence (Languages); *Course Content; *English for Special Purposes; Language Proficiency; *Language Skills; *Management Development; Needs Assessment; Student Evaluation

IDENTIFIERS- Carleton University ON; *McDonalds
The McDonald's Executive English Course was developed by Carleton University's Centre for Applied Language Studies in response to a francophone supervisor's request. As a basis for course development, information was gathered on English language use on the job, the level of English proficiency needed, and the personalities, backgrounds, and goals of the nine employees who registered for the course. The information was gathered by on-the-job observation, a questionnaire, language tests, and individual interviews. The course was designed thematically, with work-related topics such as stress, advertising, women in business, interviewing techniques, how to run an effective meeting, and how to conduct performance evaluations. The students' expressed need for oral proficiency provided an oral focus for each course segment. Activities were designed for grammar, vocabulary development, reading, and consolidation of learning. Students expressed satisfaction at the end of the 10 week course, and a year later, interviews with three of the students revealed increased confidence in using English and increased interest in learning more. (MSE)

ED 264 394 CE 043 054

Blai, Boris, Jr.
Staying Well at Work.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adults; Employee Attitudes; *Employees; Employer Employee Relationship; *Fringe Benefits; *Health Programs

Employee wellness directly affects business/industry operations and costs. When employees are helped and encouraged to stay well, this people-positive policy results in triple benefits: reduced worker absenteeism, increased employee productivity, and lower company expenditures for health costs. Health care programs at the worksite offer these benefits: a supportive network, useful data of practical value to health insurance claims, and appreciation of a convenient program. The more popular worksite programs include smoking cessation, exercise-fitness, nutrition-weight control, alcohol-drug abuse control, hypertension control, heart attack risk reduction, cardiopulmonary resuscitation, cancer risk reduction, stress management, employee assistance program, and accident risk reduction. In the design of effective wellness programs, realistic goals and objectives need to be established. Key considerations for employers planning employee health promotion programs are securing commitment of management, communicating effectively to motivate employee participation, applying educational diagnosis and evaluation, developing a data system, and securing involvement and support of employees' physicians. (An alphabetical listing of organizations that can provide information and advice on worksite wellness programs are attached.) (YLB)

ED 264 439 CE 043 167

Dealing with Involuntary Job Loss. Northwest Dislocated Worker Projects Address More Than Retraining and Re-employment. Ideas for Action in Education and Work.

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 8p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Adults; Career Change; Career Education; *Dislocated Workers; *Employment Services; Job Layoff; *Job Search Methods; Psychological Needs; *Psychological Services; *Retraining; Skill Obsolescence; Social Problems; *Social Services; Unemployment

This issue discusses the problems that frequently accompany involuntary job loss. The types of problems experienced by dislocated workers are discussed under these categories: emotional, family, financial, physical health, job skill obsolescence, and lack of basic academic skills. The report also presents approaches that were taken by four dislocated worker projects in the Northwest to help clients deal with these problems. These projects are described: the Mid-Willamette (Oregon) Job Council, TREE (Training and Re-employment): A Project for Laid-Off Wood Products Workers, I-WON: Idaho Workers Opportunity Network, and Project Challenge: Work Again. Project services are described, and comments from project staff are included concerning the information resources they use to help dislocated workers with the psychological, social, and skill-related problems. The National Alliance of Business Clearinghouse is recommended as a resource to answer questions about the Job Training Partnership Act and other employment-related issues. (YLB)

ED 264 452 CG 018 680

Oversight Hearing on Runaway and Homeless Youth. Hearing before the Subcommitte on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 25 Jul 85
NOTE- 186p.; Serial No. 99-23.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Children; *Child Welfare; Family Problems; Federal Programs; Hearings; *Homeless People; Legislation; *Runaways; Youth Agencies; *Youth Programs
IDENTIFIERS- Congress 99th; *Runaway and Homeless Youth Act 1974

This document contains witnesses testimonies from the Congressional hearing on runaway and homeless youth called to examine the problem of runaway children and the relationship between runaway and missing children services. In his opening statement Representative Kildee recognizes benefits of the Runaway and Homeless Youth Act. Six witnesses give testimony: (1) June Bucy, executive director of the National Network of Runaway and Youth Services; (2) Dodie Livingston, commissioner of the Administration for Children, Youth and Families, Department of Health and Human Services; (3) Mike Sturgis, a former runaway; (4) Ted Shorter, executive director, Family Connection, Houston, Texas; (5) Twila Young; a family youth coordinator, Iowa Runaway, Homeless, and Missing Youth Services Network, Inc.; and (6) Dick Moran, executive director of Miami Bridge, Miami, Florida. Witnesses praise the Runaway and Homeless Youth Act, giving examples of the successful programs funded by this act. June Bucy describes the increasing need for runaway youth services and their funding. Twila Young discusses the lack of runaway services in rural areas. Dick Moran argues against court ordered lockups of youth. Witnesses stress the positive effects of counseling runaways. Prepared statements by the witnesses and interested persons not testifying are included. (ABL)

ED 264 467 CG 018 695

Elder Abuse. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-516
PUB DATE- 10 May 85
NOTE- 162p.; Some pages may be marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Crime; *Crime Prevention; *Elder Abuse; Family Problems; Federal Legislation; Hearings; *Older Adults; *Social Services; *Victims of Crime
IDENTIFIERS- 99th Congress; Proposed Legislation

This document contains testimony and prepared statements from a Congressional hearing called to examine the issue of elder abuse. Chairman Claude Pepper's opening statement discusses the horror of elder abuse and calls for federal legislation, similar to the child abuse legislation, for combating elder abuse. Elder abuse is defined as physical abuse, sexual assault, forceable restraint, isolation, exploitation of money or property, neglect, or failure to provide for physical or health needs of the elderly. Three panels of witnesses testify. The first panel includes three victims of elder abuse and Suzanne K. Steinmetz, an advocate for the elderly. Steinmetz testifies that the frail elderly are often being cared for by their aged children without social support, placing these elderly at risk of abuse. The second panel includes a former finance officer from an old soldier's home who testifies about embezzling money from her elderly clients and an attorney who testifies about the financial exploitation of the elderly. The third panel consists of representatives from Florida, Ohio, Alabama, California, and Arizona giving their states' perspectives. The appendix includes a staff report from Pepper's office which draws the following conclusions: (1) elder abuse is increasing and is reported less than is child abuse; (2) three-quarters of the states have adult protective service laws for mandatory reporting of elder abuse; and (3) states need funding for this new social service area. A survey of the states' human service departments' elder abuse policies is included. Specific federal policy recommendations are made. (ABL)

Nkongho, Ngozi O

The Relationship between Self-Disclosure and Well-Being among the Elderly.

PUB DATE- Nov 85

NOTE- 22p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Emotional Response; *Friendship; Human Services; Individual Needs; *Interpersonal Relationship; *Older Adults; *Parent Child Relationship; Residential Care; *Self Disclosure (Individuals); Self Evaluation (Individuals); *Well Being

IDENTIFIERS- *Adult Children

It has been theorized that the need for interpersonal contact is continuous throughout life and is necessary for one's well-being. The concept of self-disclosure, the process of making the self known to other persons, has been associated with varying levels of well-being. The content and comprehensiveness of self-disclosure by the elderly to an adult child vis-a-vis self-disclosure to a friend was examined and the relationship between self-disclosure and well-being in the elderly was analyzed. A volunteer sample of 107 elderly persons from six New York City senior citizen centers completed Lohman's Life Satisfactiion Scale and a modified version of Moriwaki's Self Disclosure Questionnaire. Results showed that differences in content areas disclosed to an adult child and those disclosed to a friend were significant. There was also a significant relationship between the content revealed to an adult child and well-being. Disclosure may have been listed secondary to other basic material needs since the group studied had a lower than average socioeconomic status. But the finding that different aspects of the self were disclosed in greater amounts to different individuals suggests that the elderly have a need for continued interaction with different network systems. (ABB)

ED 264 569 CS 209 447

Wrobleski, Diane
Finding a Meaning: Reading, Writing, Thinking Applications: Double-Entry Notebooks, Literature Logs, Process Journals.
PUB DATE- Mar 85
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Instruction; Expository Writing; *Language Processing; *Literature Appreciation; *Reading Writing Relationship; Secondary Education; Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- Student Journals; *Thinking Skills

Three different ways of integrating writing and thinking into the classroom are using double-entry notebooks, literature logs, and process journals. In a double-entry notebook, the writer takes notes on the reading, collects direct quotations, makes observational notes, and writes fragments, lists, and images on the left side of the notebook. On the facing page, the student writer takes notes about the notes, summaries, formulations, aphorisms, editorial suggestions, and revisions, and comments on the comments. Useful for most subject areas, the double-entry notebook helps students interact with the text and decide on the meaning it holds for them. Literature logs focus on finding meaning in novels, short stories, poems, and plays, as well as represent the interaction of the reader with the text. The process journal bridges the gap between reading and writing and enables writers to gain insight into their own method of writing by telling what has happened so far in a particular piece and planning what to do next. (Appendixes contain sample entries from a double-entry notebook, a literature log, and a process journal.) (EL)

ED 264 584 CS 209 488

Monkarsh, Frances Celniker
The Nature of the Writing Process: A Review of the Literature.

PUB DATE- Aug 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Prewriting; Revision (Written Composition); Writing (Composition); *Writing Instruction; *Writing Processes; *Writing Research

Significant findings in recent research concentrate on how writing is taught in school and how it might best be taught. Research on writing over the past fifteen years has shifted emphasis from product to process. The writing process can be divided into three stages: prewriting, writing, and rewriting. Prewriting (everything that takes place before the first draft) includes choosing a topic, an audience and a form, as well as reading, talking, freewriting, and thinking about a topic. The production of the first draft involves everything the writer does from the time first words are put on paper until all drafts are completed. Positive teacher attitude is a most important influence at this stage. The revision process covers simple editing to substantially reformulating whole texts, and can occur before, during, and after composing a draft. Student conferences with teachers and peers are a good means of encouraging revision and making students feel less threatened by it. (A summary of research observations is included). (EL)

ED 264 614 CS 505 112

Wiseman, Richard L., Comp.
Resource Directory for Teaching Intercultural Communication.
PUB DATE- Nov 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Directories; *Educational Resources; Foreign Countries; Foreign Culture; Global Approach; Higher Education; *Intercultural Communication; International Cooperation; International Education; *International Organizations; Nonprint Media; Organizations (Groups)

Intended for intercultural communication teachers, this directory lists addresses of organizations and embassies. Each of the organizations is coded according to the following resources: (1) area materials, (2) training/educational resources, (3) media resources, (4) inter-/cross-cultural communication resources, (5) bibliographies/directories, (6) journal/membership/newsletter, (7) grant information, (8) student exchange services, and (9) conferences/workshops. (EL)

ED 264 704 EC 181 353

Harrell, Lois
I Can Do It with Exposure, Experience, Expectation and Enjoyment!
PUB DATE- Oct 84

NOTE- 12p.; In: Sykanda, A.M., Ed.; And Others. Insight in Sight: Proceedings of the Conference on the Visually Impaired Child (5th, Vancouver, British Columbia, October 18-20, 1984). For proceedings, see ED 260 566.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blindness; *Educational Needs; *Expectation; Infants; Intervention; Psychological Needs

The experiences of a home counselor for a blind infant intervention program are summarized. Discussed is the role of four areas in successful programming: (1) exposure, or the need for hands-on experience with the world to understand cause/effect and promote imagination; (2) experience of things in such a way as to provide realistic associations and a foundation for visualization; (3) expectations, which mitigate against learned helplessness; and (4) enjoyment, which provides motivation for self-initiation. The paper concludes by listing a series of additional aspects necessary for blind children's independence: essentials, efficiency, energy/exhuastion, explanations, esteem, extra-curricular interests, encouragement, excuses, and evaluation. (CL)

ED 264 366 CE 040 947

Cap, Orest; Porozny, George H.

A Study of Manitoba Businesses and Industries Interested in Participating in Professional/Technical Updating of Business and Vocational/Industrial Teachers. Section 1.

Manitoba Dept. of Education, Winnipeg. Div. of Vocational Education.; Manitoba Univ., Winnipeg. Faculty of Education.

PUB DATE- Sep 82
NOTE- 127p.; Published jointly by the Faculty of Education, University of Manitoba, and the Department of Education, Vocational Education Division, Province of Manitoba. For section 2 of this report, see CE 040 948.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business; Business Education Teachers; *Faculty Development; Foreign Countries; Improvement Programs; Industry; Inservice Teacher Education; Preservice Teacher Education; Professional Development; Retraining; *School Business Relationship; Secondary Education; Secondary School Teachers; Teacher Improvement; Trade and Industrial Teachers; *Vocational Education Teachers
IDENTIFIERS- *Corporate Support; *Manitoba

This document, section 1 of a three-part study, reports on a effort to identify Manitoba business and industrial establishments willing to receive business and vocational/industrial teachers interested in professional/technical updating. Objectives were: (1) to determine accessible areas, types of activities, and duration of updating activities made available by willing establishments; (2) to undertake a review of current updating practices in Canadian Provinces and Territories; and (3) to initiate two updating activities. Provinces and Territories indicated a common concern about, and awareness of, the professional/technical updating problem. Mail questionnaires were designed to identify interested firms, secure information about the firms, and identify accessible areas, types of activities, and the most suitable periods for updating activities. The survey resulted in the preliminary identification of 50 Manitoba business and industrial establishments willing to collaborate. The two cooperative updating activities--one in the university setting and another in industry--proved to be very successful for student teachers, industry, and the Faculty of Education at the University of Manitoba. Recommendations involved the mandating of a provincial agency for updating activities and a listing of interested firms to be updated annually. Appendixes include a comprehensive list of Manitoba business and industrial firms with addresses and names of presidents, a list of firms willing to participate, with names and titles of contact persons, and information on the two updating ventures. (YLB)

ED 264 425   CE 043 147

Summary Comprising Action Proposals for the Implementation of Integrated Development Projects. The CDCC's Project No. 9: "Adult Education and Community Development."

Council for Cultural Cooperation, Strasbourg (France).

REPORT NO.- ISBN-92-871-0814-5
PUB DATE- 85
NOTE- 40p.; For related documents, see CE 043 148-151. Prepared by the Directorate of Education, Culture and Sport.
AVAILABLE FROM- Manhattan Publishing Company, 80 Brook Street, P.O. Box 650, Croton, NY 10520 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Citizen Participation; *Community Development; *Developed Nations; Foreign Countries; Needs Assessment; *Program Development
IDENTIFIERS- *Europe

This report summarizes the work and conclusions of a project on adult education and community development. Parts A to C give certain details on the conception and progress of the project linking the necessary rigor of the method to the achievement of objectives. The purpose of Part D is to bring out some of the essential features emerging from observation of the operation of the 14 pilot experiments. These have primarily to do with the idea of development and the overall strategy adopted in instituting the process. Part E tries to construct a theoretical framework for the development concept with the necessary political implications. Eight general policy guidelines are discussed. This theoretical framework provides the elements for formulating a series of action proposals in the form of instruments for practical use in Part F. These are instruments of (1) initial promotion, (2) consciousness-raising and needs identification, (3) planning and programming, (4) implementation, and (5) evaluation. The report ends by describing some possibilities for future cooperation. (YLB)

ED 264 539 CS 008 242

Bank, Stanley
Students Read Newspapers: Who, What, and Why.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Newspapers; *Novels; Reading Attitudes; *Reading Habits; *Reading Interests; Recreational Reading; Secondary Education; *Secondary School Students; Student Motivation
IDENTIFIERS- *Reading Motivation

A survey was conducted to determine how much and under what conditions students read voluntarily. Subjects, 844 secondary students, completed a questionnaire that was then analyzed using the Crosstabulation Subprogram of "Statistical Package for the Social Sciences" to correlate results with students' sex, grade level, scholastic achievement, and ethnicity. Among the results were the following: (1) newspapers were selected as the most important kind of voluntary reading by 67.5% of the students; (2) grade level is a significant factor in choice of topic (such as sports, comics, or news) in newspapers; and (3) novels were the favorite type of publication for voluntary reading, while newspapers were second in popularity. News and comics were cited as most frequently read sections of the paper, while only 18% of the subjects read editorials. Responses to the questions varied according to subjects' sex, grade level, scholastic achievement, and ethnicity. The clearest implication of this study is that newspapers offer the classroom teacher concerned about reading improvement a unique resource. (Eight tables of findings are included). (DF)

ED 264 554 CS 209 291

Singley, Carol J.; Stockton, Kathryn B.
Merging Discovery and Control: New Approaches to Persuasion and Argumentation.
PUB DATE- 84
NOTE- 22p.; Paper presented at the Penn State Conference on Rhetoric and Composition (1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Business Correspondence; Higher Education; *Interdisciplinary Approach; *Persuasive Discourse; Political Influences; Religion; Rhetoric; *Teaching Methods; *Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Advanced Composition; *Legal Writing

One new approach to argumentative writing in an advanced composition course uses the creative juxtaposition of rhetorical and psychological theories and behavioristic research. All of the assignments for the course simulate the kinds of writing actually performed in the professional fields of advertising, politics, business, law, and religion. Instead of writing academic papers, students gain genuine preprofessional and interdisciplinary experience by writing the ads, speeches, reports, or legal arguments that would be expected of them were they employed in these respective fields. Persuasion and argumentation are viewed as a continuum of discourse, persuasion being more closely related to the control end of the continuum, argumentation more closely related to the discovery end. The course begins with a focus on persuasion and the theoretical background of Aristotle. This is enhanced with a study of modern psychological theory. Following a study of political persuasion, the course shifts to the forms of persuasion and argumentation that are found in legal, religious, and philosophical writing. Finally, the course considers how religious/philosophical persuasion is almost ideally suited for merging discovery and control--because religious/philosophical questions are largely unanswerable, every time the persuader re-enters the persuasive process, he or she is engaged once more in discovery with the audience. (The appendix includes outlines of three assignments given in the course and a short list of references.) (HOD)

Steller, Arthur W.; Pell, Carroll J.
Put the Heat on Cutting Energy Costs.
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- Oct 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board of Education Policy; Community Involvement; *Cost Effectiveness; Educational Facilities Improvement; Electronic Control; Elementary Secondary Education; *Energy Conservation; *Energy Management; Facility Guidelines; Federal Aid; *Heating; School Districts
IDENTIFIERS- *Mercer County Public Schools WV

The school board establishes a commitment to efficient energy management through its policies and budget priorities. Such a policy should include a statement of purpose, assign accountability for improving energy efficiency, and ensure that mandated standards are maintained. To permanently prevent energy waste, a gradual change to a comprehensive goal-oriented program needs to be made that follows basic changes with major capital improvements, including computer-monitored technology. An example of using technology for increasing energy efficiency is the school system of Mercer County, West Virginia. A computer-controlled heating/ventilating/air conditioning (HVAC) system at one of the high schools was installed by Honeywell Controls with monitoring accomplished by a computer in Atlanta, Georgia. Smaller buildings are under contract with a local firm that has installed energy monitoring devices. The school district also received funding from the Federal Assistance Program for financing paneling, retrofitting, insulation, furnace renovation, and installation of thermostats with night set-backs. A list of the management projects and activities currently implemented or planned in Mercer County is provided along with three sources for additional energy conservation information. (MLF)

ED 264 672 EC 181 321

Louisiana Annual Special Education Program Plan. P.L. 94-142, Part B. Fiscal Years 1984-86. Bulletin 1715.

Louisiana State Dept. of Education, Baton Rouge. Div. of Special Education.

PUB DATE- 83
NOTE- 161p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; Due Process; Elementary Secondary Education; *Federal Legislation; Handicap Identification; Individualized Education Programs; Program Administration; Program Implementation; *Special Education; State Programs; *State Standards; Student Evaluation
IDENTIFIERS- *Education for All Handicapped Children Act; *Louisiana

The document specifies Louisiana's plan for special education in fiscal years 1984-86 as required by P.L. 94-142, The Education for All Handicapped Children Act. The document lists policies, procedures, and descriptions of the state's special education efforts, including the full educational opportunities goal, child identification, individualized education program, procedural safeguards, least restrictive environment, protection in evaluation procedures, comprehensive system of personnel development, participation of private school children, placement in private schools, recovery of funds for misclassified children, annual evaluation, responsibility of the state education agency (SEA) for all education programs, state monitoring procedures, direct services by the SEA, public participation, confidentiality, and information on how part B funds will be used (state and local allocations). (CL)

ED 264 688 EC 181 337

Shulman, Rhona; Dilling, H. J.
Pilot Grade Three Gifted Program: Research Project. (Spring, 1983 to June, 1984). Research Centre Research Report.
Scarborough Board of Education (Ontario).

PUB DATE- Mar 85
NOTE- 157p.
AVAILABLE FROM- Scarborough Board of Education, The Research Center, Level 2, 140 Borough Dr., Scarborough, Ontario, Canada M1P 4N6 ($5.00 make check payable to Scarborough Board of Education).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Emotional Development; *Gifted; Grade 3; Parent Attitudes; Primary Education; *Program Evaluation; Social Behavior; Student Attitudes; Teacher Attitudes

A formative research study was undertaken to describe changes in academic, social, emotional, and behavioral functioning of 14 participants in the grade 3 pilot gifted class during 1983-84. Data were collected from the following eight sources: standardized academic tests, teacher questionnaires, parent questionnaires, student interviews, observation of student behavior, affective testing, grade 4 teacher questionnaire, and a survey of elementary gifted programs in Ontario. Findings included superior academic functioning of participants compared to peers, negative change in teachers' ratings about students' cognitive functioning, a general improvement in many emotional behaviors, gains for all students in reading, and decreased parental satisfaction with transportation arrangements and extracurricular activities. Appended materials include a draft of the pilot program objectives and responses of parents, teachers, and students to Project questionnaires. (CL)

ED 264 750 HE 018 759

Berryman, Sue E.; And Others
The Adjustments of Youth and Educational Institutions to Technologically-Generated Changes in Skill Requirements.
Rand Corp., Washington, D.C.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- NCEP-RR-85-08
PUB DATE- May 85
NOTE- 146p.
CONTRACT- J-9-M-4-0112
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; College Role; College Students; *Degrees (Academic); Educational Attainment; Educational Quality; *Education Work Relationship; Geographic Location; Higher Education; *Job Skills; *Labor Market; *Majors (Students); Occupational Mobility; Outcomes of Education; Relocation; *Technological Advancement

The responsiveness of young people and postsecondary institutions to changes in the demand for workers in different occupations was examined. The skills that 16- to 24-year-old youth generated in the 1980-1981 year were estimated, along with the postsecondary awards and degrees that this age group would earn between 1984 and 1995. Skill projections were derived from the amounts of education completed and the fields of study. The quality of skills of high school graduates was also analyzed, based on comparisons of the 1972 and 1980 graduating classes. Four types of data were assessed to determine whether youth show the flexibility required to respond to skill shortages and oversupplies: intended fields of study, the levels and fields of completed degrees, and rates of occupational and geographic mobility. Five characteristics of the postsecondary system that seem to facilitate its adaptiveness were identified: the number of different institutions and sectors, substitution between them, heterogeneity among them, student geographic mobility, and the internal organization of the institutions in major sectors of the system. Problems that affect the educational system's ability to respond to changes in training requirements were identified, along with policy issues. Statistical findings are included. (SW)

ED 264 763 HE 018 936

Yost, Michael
Plotting Admissions Trends in a Private, Independent University.
PUB DATE- Jun 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aptitude Tests; *College Admission; *College Applicants; *College Entrance Examinations; College Freshmen; *Enrollment Trends; Higher Education; *Private Colleges; Scores; Trend Analysis
IDENTIFIERS- *Scholastic Aptitude Test; *Trinity University TX

Recruiting and admissions trends at Trinity University during 1981-1984 are discussed, with attention to freshman applicants, tuition and room deposits, and Scholastic Aptitude Test (SAT) scores. Fluctuations in the rate of receipt of applications within a year seemed to be influenced most by deadlines. The rates at which applications were received were relatively consistent across the 4 years. While the rate of receipt of applications was influenced by two major deadlines, the receipt of deposits was affected by only one deadline. The mean composite SAT score for applicants for the 1984-1985 freshman class was 1122, compared to 1068 for the 1983-1984 class. The average composite SAT score of entering freshmen in the previous 3 years rose from 1095 in 1981-1982 to 1120 in 1982-1983, and finally to 1140 in 1983-1984. The number of national merit scholars in the freshman class in these years has been 10, 39, and 54, respectively. Although the university has been changing over the 4-year period, the application and deposit flow patterns have been relatively stable. This information can be used as a basis for decision-making concerning the future growth of enrollment. Graphs illustrate the number of applications for admission into four classes (1981-1982 to 1984-1985); and the net number of deposits received in the 4 years. (SW)

ED 264 380 CE 042 886

Minnesota Area Vocational-Technical Institutes. A Plan to Address Declining Enrollments and Resources. Submitted to the Minnesota State Legislature

Minnesota State Board for Vocational Education, St. Paul.

PUB DATE- Jan 83
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; *Cooperative Planning; Cooperative Programs; Coordination; Educational Cooperation; Educational Finance; Educational Policy; Enrollment Projections; Enrollment Trends; Financial Policy; Financial Problems; Money Management; Postsecondary Education; Shared Facilities; *Shared Services; State Action; State Boards of Education; *Statewide Planning; *Student Recruitment; Two Year Colleges; *Vocational Schools
IDENTIFIERS- *Minnesota

In March 1982, the Minnesota Division of Vocational-Technical Education received requests from State legislators to develop an action plan to address the problems of declining enrollments and resources. In response to this request, a plan was developed whereby area vocational-technical institutes (AVTIs) in the State would (1) promote a process for the review of programs and support services currently in operation in the AVTIs and (2) make a statewide effort to promote voluntary collaboration and cooperation among postsecondary institutions. At the same time that aid to AVTIs was reduced, tuition paid by students was increased. Included among the strategies that were suggested for increasing cooperation among AVTIs to solve some of the problems caused by declining resources were the following: joint programs, including specialization and transfer; rotation of offerings on a 1-year basis; development of a single recruitment plan and single course catalog; implementation of joint bookkeeping and recordkeeping programs; maintenance of a central placement office and a single administration involving host districts and satellite campuses; development of processes for sharing financial aid offices with paraprofessionals at each campus; and formulation of arrangements for joint purchasing, recreation programs, and teacher inservice programs. (MN)

ED 264 525 CS 008 214

Hynd, Cynthia R.; Alvermann, Donna E.

The Role of Refutation Text in Overcoming Difficulty with Science Concepts. College Reading and Learning Assistance Technical Report 85-08.

Georgia State Univ., Atlanta.

PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Comparative Analysis; *Content Area Reading; Higher Education; Intuition; Physics; *Prior Learning; Reading Comprehension; *Reading Research; *Scientific Concepts; Textbook Content
IDENTIFIERS- *Misconceptions; *Refutation Text

Noting that children and adults often hold misconceptions about topics in content area texts, particularly those in the area of science where counter-intuitive notions about how the real world works abound, a study examined the effect of activating students' background knowledge about motion theory prior to asking them to read a physics text. Subjects included a group of 38 students who demonstrated incorrect prior knowledge of motion theory in two pretests. Students were provided with two types of texts. The refutation text consisted of information regarding certain principles of motion, but it discussed those ideas as being in contrast with students' intuitive ideas. The nonrefutation version described Newtonian mechanics but did not discuss any of the ideas as being in contrast with commonly held misconceptions about motion theory. Posttest results revealed that the refutation text was more effective at getting students to change their prior misconceptions about the principles of motion. It did not make any difference if students were asked to activate their prior knowledge or not. In lieu of refutation text, it was recommended that teachers use an anticipation-reaction guide or George Posner's and others' four-step model of conceptual change instruction to dispel students' counter-intuitive notions. (HOD)

ED 264 599 CS 209 519

Schwartz, Sheila
LAP for "Growing Up Guilty."
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Fiction; Grouping (Instructional Purposes); *Learning Activities; *Literature Appreciation; Resource Materials; Secondary Education; Student Research

Based on the novel "Growing Up Guilty," this learning activity packet contains objectives for increasing students' vocabulary and their understanding of various concepts in the book. The paper also lists procedures to be followed, library research assignments to help students understand the time period in which the characters lived, and nine detailed group activities. (EL)

ED 264 630 CS 505 165

Smith, Ted J., III; Hogan, J. Michael

Opinion Polls and the Panama Canal Treaties of 1977: A Critical Analysis.

PUB DATE- 17 May 85

NOTE- 73p.; Paper presented at the Annual Conference of the American Association for Public Opinion Research (40th, McAfee, NJ, May 17, 1985). Funds for the study provided by a grant from the Research Policy Council of the University of Virginia.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Content Analysis; Debate; Federal Legislation; Foreign Policy; *Media Research; *News Media; *Press Opinion; *Public Opinion; Public Support; Responses; United States History

IDENTIFIERS- News Bias; *Opinion Polls; *Panama Canal; Treaties

Noting that 1977 public opinion polls concerning the new Panama Canal treaties were interpreted as showing increased support for the treaties, this paper contends that this interpretation was erroneous and that the major outcome of the extensive polling was misleading data. The paper is divided into three major analytical sections. The first section examines all poll results to establish a coherent picture of public opinion. The second section analyzes polling procedures and news releases, and reveals instances of flawed questions and misinterpretations of findings. The third section shows that coverage in selected national print and broadcast media was selective, often incomplete, and sometimes erroneous. The paper concludes with recommendations for alleviating these problems. (Author/HOD)

ED 264 643 EA 018 047

Smart, Don
Fraser & Reagan "New Federalism": Politics of Education in Times of Economic Recession.
PUB DATE- 85
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conservatism; Educational Finance; *Educational Policy; Elementary Secondary Education; Federal Aid; Federal Government; Foreign Countries; *Government Role; National Programs; *Politics of Education; Presidents
IDENTIFIERS- Australia; Fraser (Malcolm); *New Federalism; Reagan (Ronald); Reagan Administration; United States

The "new federalism" policies of the conservative governments of Malcolm Fraser in Australia (1975-1982) and Ronald Reagan in the United States (1980-1985) are remarkably similar. Both men rode to power on the wave of conservative political, economic and social forces which swept the United States and Australia in the late 1970's. Both espoused "new federalism" policies which included such common elements as transferring more power and financial responsibility from the national government to the states; reducing the huge federal deficits by cutting federal expenditures--primarily in social welfare and related areas; and deregulation of federal "red tape" in dealings with industry and the states. These broader policies affected education when both leaders sought with varying degrees of success to reduce the federal role in education significantly through (1) strategies for reducing federal education spending; (2) organizational changes aimed at eliminating or weakening federal education agencies; (3) politicization of the personnel of federal agencies; and (4) policies fostering private schooling at the expense of public schooling. The two leaders found limited success in achieving their "new federalism" goals in education, and a continued role for the federal government in education can be foreseen in both countries. (Author/PGD)

ED 264 720 FL 015 374

Persi-Haines, Claudia

Subject Matter as Input for Beginners: A First Course in Italian for Students of Architecture (A Working Paper).

PUB DATE- 84
NOTE- 14p.; In: Carleton Papers in Applied Language Studies, Volume I (FL 015 370).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Applied Linguistics; *Architecture; College Second Language Programs; Course Descriptions; *Course Evaluation; Higher Education; Introductory Courses; *Italian; *Languages for Special Purposes; Needs Assessment; *Student Attitudes; *Study Abroad
IDENTIFIERS- Carleton University ON

A three-course introductory Italian sequence was developed for architecture students planning to study in Italy during the first semester of their fourth year. The course was designed as an afterthought and for students who would need little or no academic Italian. Syllabus planning and student motivation were hampered by lack of time and low priority. However, a common discipline and professional goals created a homogeneous and cohesive group, making planning subsequent courses easier. The second course exposed the students to Italian through familiar subject matter, in part to reduce resistance, and without grammatical sequencing or syntactic simplification. The second class was homogeneous but not cohesive, reducing student receptiveness. The third course required two sections because of a larger enrollment. This situation provided an opportunity to test two approaches. One section was taught survival Italian, and the other was taught more architecture-related material. Although the two section groups seemed cohesive and homogeneous, their responses to the two course themes were different, with the survival language group very intense and the architecture group less so. It is suspected that students resent the teacher's use of architectural material, causing classroom conflict. (MSE)

ED 264 735 FL 015 429

Rado, Marta

Topic Centred Subject/Language Learning Materials and Their Use.

PUB DATE- Apr 85

NOTE- 29p.; Paper presented at the RELC Regional Seminar on Language Across the Curriculum (Singapore, April 22-26, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingualism; Class Activities; Classroom Techniques; Concept Formation; *Instructional Materials; Material Development; Pragmatics; *Second Language Instruction; *Student Centered Curriculum; *Teaching Methods

IDENTIFIERS- *Language Across the Curriculum

Social bilinguals (second language learners in a linguistic minority) and cultural bilinguals (foreign language learners) often learn side by side in the same classroom, making syllabus planning and choice of teaching methodology difficult. Adopting a bilingual approach and exploring the semantic and discourse aspects of language can overcome the obstacles created by individual bilingualism and group multilingualism and provide a vehicle for language across the curriculum. The approach is based on the assumptions that cognitive development is the basis of language development, cognitive and native language development of peers is comparable across language groups, and it is easier for learners to incorporate new concepts into their knowledge structure if they are mediated by a language they know well, i.e., the native language. The technique is to make teaching both subject-matter-centered and student-centered, using texts available in parallel form in both languages, matching the student's cognitive ability, satisfying syllabus requirements, and suitable for autonomous or small-group instruction. These texts can then be adapted to teach subject matter, concept learning, and discourse to students with differing language needs. Examples of this text adaptation are provided. (MSE)

ED 264 395 CE 043 056

Conklin, Nancy Faires; Reder, Stephen
Changing Channels: A Guide to Functional Literacy for the Automated Workplace.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Literacy; *Automation; *Communication Skills; *Educational Needs; Functional Literacy; Job Skills; Job Training; *Literacy Education; Man Machine Systems; Postsecondary Education; Retraining; Secondary Education; *Technological Advancement
IDENTIFIERS- *Office Automation

This paper was designed to assist educators and employers as they plan curricula in language and communication skills for students and employees entering, or experiencing a transition to, automated work settings. The strategies presented in this paper may be adaptable to secondary school business skills and basic English courses, pre-employment training programs, and employee training and retraining departments within corporations and public agencies. The four sections of the paper discuss the following topics: the automating workplace and the knowledge worker; communication as a means of production in the information economy, including automation tools and techniques; the automated workplace: literacy in evolution; and literacy training for workplace automation. This last section includes information on training for functional competence, functional literacy skills, topics for functional literacy training, and training delivery models. A bibliography completes the paper. (KC)

12 Secrets of Smart Food Buying. Keep Foods Safe. Guide to Refrigerator Storage.

Utah State Univ., Logan. Cooperative Extension Service.

PUB DATE- 85
NOTE- 21p.; Adapted from materials by Kentucky State University Extension Program and Ohio State University. Vietnamese translation by Tuyet Seethaler; Lao translation by Inh Simoukda. For a related document, see CE 042 113.
LANGUAGE- English; Vietnamese; Cambodian; Lao
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Basic Education; Bilingual Instructional Materials; Cambodian; Consumer Education; Food; *Food Handling Facilities; Food Standards; *Food Stores; Home Economics; *Home Economics Skills; Lao; *Refugees; Safety; Vietnamese

This package consists of various bilingual instructional materials for use in helping Indochinese refugees learn basic food purchasing and food storage skills. Included in the package are a Vietnamese/English bilingual booklet explaining 12 secrets of wise food buying and translations of guidelines for keeping foods safe (English, Vietnamese, Lao) and storing foods in a refrigerator (English, Lao, Cambodian). (MN)

Kaplan, Max, Ed.
Leisure and Aging: An International Perspective.
World Leisure and Recreation Association, Ottawa (Ontario).
PUB DATE- 83
NOTE- 164p.; Papers presented at the Symposium on Leisure and Aging (New York, NY, November 17, 1982) and the World Assembly on Aging (Vienna, Austria, July 26-August 6, 1982).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Aging (Individuals); *Cultural Differences; *International Studies; Leisure Education; *Leisure Time; Older Adults; *Recreation; Recreational Activities
IDENTIFIERS- Australia; Bolivia; Brazil; Canada; Chile; Denmark; New Zealand; Thailand; United Nations; West Germany

This document contains an international collection of national position papers on leisure and aging. The following papers are included in the first section: "'Active' and 'Passive' Constructs of Elderly" (Max Kaplan); "Recreation and the Aged: A Review" (Helen J. Threlfall); "The Elderly in Bolivia"; "The Elderly and Leisure in Brazilian Society"; "CP/RA National Policy--Leisure and Aging"; "Recreation and the Elderly--General Report"; "Social Welfare, Leisure and Aging in Denmark" (Inger-Lise Dyrholm); "Leisure and Aging in the Federal Republic of Germany" (Reinhard Schmitz-Scherzer and Walter Tokarski); "Recreation and Adult Education, The Case for Cooperation" (Peter R. Creevey); and "Thailand: Country Report--Leisure and Aging" (Samarng Puangbootr). The second section of the report contains papers from the United Nations World Assembly on Aging. Papers included are the following: "Excerpts from the 'Plan of Action, World Assembly on Aging'" (Willoughby Walshe); "Leisure in the Context of the World Assembly on Aging" (Binta Diallo); "Report to the Economic and Social Council of the United Nations"; "WLRA Statement of Leisure and Aging"; and "The Need for Lifelong Leisure Education" (Nelson Melendez). The final section of the report contains an international bibliography of English and German titles on leisure and aging, and an annotated bibliography of English titles on leisure, recreation, culture, and aging. (KC)

ED 264 453 CG 018 681

Burgess, Ann Wolbert
The Sexual Victimization of Adolescents.
Pennsylvania Univ., Philadelphia.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md. National Center for the Control and Prevention of Rape.
REPORT NO.- DHHS-Pub-ADM-85-1382
PUB DATE- 85
NOTE- 55p.
CONTRACT- 84-M052520501D
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescent Development; *Adolescents; *Community Role; Counseling Services; Crime Prevention; *Crisis Intervention; Family Programs; Family Violence; Helping Relationship; Incest; *Mental Health Programs; Rape; *Sexual Abuse; *Victims of Crime

This manual provides information and guidance for people (mental health professionals, other health professionals, paraprofessionals, school personnel, nonprofessional community volunteers, and youth workers) concerned with the mental health needs of adolescents who experience sexual assault. The four chapters provide these people with assistance in: (1) understanding the nature of sexual assault among adolescents--its incidence, causes and consequences; (2) identifying adolescent victims of rape and sexual assault; (3) providing needed support for adolescent victims, with particular stress on the range of community referrals possible; and (4) prevention strategies for avoiding sexual assault among adolescents. Chapter 1, Extent of Sexual Assault among Adolescents, defines sexual victimization and the relationship between victims and offenders and examines incidence according to the typology of the perpetrator. Chapter 2, the Reaction of Adolescents to Sexual Assault, describes developmental tasks of adolescence in relation to the trauma of sexual assault, classifies response patterns to sexual assault, and explains family responses to adolescent victimization. Chapter 3, Meeting the Needs of Victims and Offenders, offers disclosure patterns in sexual assault and ways to identify suspected cases, examines victim needs and offender needs, and suggests community referral. Chapter 4, Prevention Strategies, suggests strategies for the community, the family, and the individual. A list of 68 references is included. (ABB)

Brady, Mary Louise, Comp.
Domestic Violence and Child Abuse: A Selective Bibliography. Bibliography Series Eighteen. Second Edition.
California Polytechnic State Univ., San Luis Obispo. Library.
PUB DATE- 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Battered Women; *Child Abuse; Children; *Elder Abuse; *Family Counseling; Family Problems; *Family Violence; Foster Care; *Incest; Infants; Older Adults; School Role

This bibliography of materials on domestic violence and child abuse available in the Robert E. Kennedy Library at California Polytechnic State University is divided into sections by type of abuse, with sections on family violence, child abuse, emotional child abuse, incest and sexual abuse of children, the child-abusing mother, infant abuse, wife beating, and elder abuse. Other sections contain materials on Parents Anonymous, foster homes, counseling and treatment, shelters, the school's role in child abuse, measurement tools, services, literature reviews, and materials for children. The bibliography includes both print and non-print materials with emphasis on books and journal articles. The information covers the period 1976-1985, and is organized alphabetically by author or title within each section. A listing of local, state, and national organizations concerned with family violence is included. Journals and printed abstracts covering child abuse and family violence are also listed. (ABL)

ED 264 496 CG 018 724

Protection and Advocacy for Mentally Ill Individuals Act of 1985. Committee on Energy and Commerce Report, Together with Additional and Dissenting Views, to Accompany H.R. 3942. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

REPORT NO.- House-R-99-401
PUB DATE- 21 Nov 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Deinstitutionalization (of Disabled); *Federal Legislation; *Institutionalized Persons; *Mental Disorders; *Older Adults
IDENTIFIERS- *Alzheimers Disease; Congress 99th; Proposed Legislation

This is a report submitted by Representative Dingell of the Committee on Energy and Commerce concerning the Protection and Advocacy for Mentally Ill Act of 1985. The purpose of this bill is to assist the states to establish advocacy systems on behalf of mentally ill persons who are or have been institutionalized and to provide emotional, educational, and practical support for mentally ill persons exhibiting memory disorders such as Alzheimer's Disease. Amendments in the form of specific wording changes are presented. The report summarizes the background of the legislation, previous hearings, committee findings, and cost estimates from the House committee and Congressional Budget Office. An analysis of the bill is included which defines many of the bill's terms. Views dissenting with parts of the bill are presented by Representatives Bilirakis and Waxman. A brief statement of opposition to the entire bill signed by 11 Congressmen concludes the document. (ABL)

ED 264 511 CG 018 739

Stone, Lloyd A.
School Counselor Preparation Curriculum: How Much Is Enough?
PUB DATE- 14 Nov 85
NOTE- 7p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education Supervision (Chicago, IL, November 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment Counselors; Counselor Educators; *Counselor Role; *Counselor Training; Educational Counseling; Parent Counseling; Parent Education; *School Counselors; School Guidance; *Student Needs

The role of school counselors has expanded in the 1980s in response to societal changes. The traditional services of individual appraisal, career information, counseling, placement, follow-up, and research are now accompanied by the need for counselors to work with problems such as dropouts and potential dropouts; substance abusers; suicide; physical, emotional, and sexual abuse; pregnancy; and married students. Counselors also must keep abreast of complex and changing curriculum. In addition, middle and elementary school counselors are expected to consult with parents and provide parent education. School counselor educators are faced with the dilemma of preparng counselors to be both generalists who know the total school program and who are available to the entire school population and preparing them also to be specialists who know the student in both individual and group settings. Current programs vary widely in their requirements for degrees in counseling. A more consistent standard using the Council for Accreditation of Counselor Education and Related Education Programs standards is needed if school counselor preparation programs are to insure a comprehensive curricula which addresses the delineation between generalist and specialist. (ABB)

ED 264 570 CS 209 448

Keith, Sandra; Keith, Philip
Writing and Learning College Mathematics.

PUB DATE- 1 Jun 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on English Education (Cedar Rapids, IA, May 30-June 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Mathematics; Concept Formation; *Content Area Writing; Course Content; Higher Education; *Interdisciplinary Approach; *Teaching Methods; Writing Improvement; *Writing Instruction

Noting the growing interest in how writing activities might complement current teaching techniques and improve learning in mathematics, this paper presents a progress report on the use of writing assignments in freshman precalculus courses at a Minnesota university. The paper first presents a rationale for this teaching technique and the original goals of the project, and then provides examples of students' inability to write an effective definition of a reference angle (although they were able to compute correctly a reference angle problem), indicating a lack of verbal strategies. The paper points out that one of the most useful techniques in the process of working with the students was showing the class writing efforts on slides. It then provides another example of poor verbal strategies, noting how writing can improve requisite understanding of mathematical concepts. The paper concludes with some observations drawn from one year's efforts at using writing assignments in mathematics classes: the assignments (1) improve class participation, (2) broaden opportunities for conceptual growth even for better students in the course, (3) stimulate meaningful discussions of mathematics as a language and of strategies for learning it, (4) emphasize the kinds of writing given less attention in orthodox content area writing programs, and (5) force one to consider curriculum concerns. (HTH)

Schrader, C[illegible]l Taylor
The Nature and Function of Prekindergarten Children's Oral Language As It Accompanies Their Writing Process.
PUB DATE- Apr 86
NOTE- 60p.; Paper presented at the Annual Conference of the Missouri State Council of the International Reading Association (19th, Columbia, MO, April 11-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Classroom Observation Techniques; Interpersonal Communication; Language Acquisition; *Oral Language; *Peer Relationship; Preschool Children; *Teacher Student Relationship; *Writing Processes; *Writing Research; *Written Language

Recognizing that oral language plays a critical role in facilitating a child's written language learning, a study examined the nature and function of oral language between child and teacher and child and peer as it accompanied the writing processes and written production of young children. Participants in the study were 36 prekindergarten children from one early childhood education center. Data were collected by videotaping teacher-child dyads as well as children and teachers working in small groups during writing events. Two videotapings of five four-year-old children were also made during a planned, written language activity. The findings revealed that the children's oral language seemed to fulfill an organizational function, directing their activities as they worked. Sounding to probe for sound-symbol relations, letter naming, discussion of ability to write and the need for help, self-directing statements, discussion of letter formation, discussion of placement, and discussion of title and authorship all appeared to be functions of oral language that assisted the children in obtaining needed information from others and themselves that would enable them to proceed with the writing process. (HOD)

ED 264 615 CS 505 115

Meussling, Vonne
Persuasive Fund Raising: The Psychology of Student Entrepreneurship.
PUB DATE- Nov 85
NOTE- 22p.; Paper presented at the Meeting of the Public Relations Society of America (Detroit, MI, November 10-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; *Entrepreneurship; Field Experience Programs; *Fund Raising; Higher Education; Organizational Communication; *Persuasive Discourse; Publicity; *Public Relations; Salesmanship; School Community Relationship; Speech Curriculum; Theory Practice Relationship

A curriculum designed for public relations students in a persuasion class at Indiana State University provided them with the theory of persuasion and then gave them the opportunity to apply the theory by doing volunteer work for a community client. The course has four objectives: (1) to provide students with entrepeneurial experience and practical application of classroom theory and public relations tools, (2) to increase students' working knowledge of special events, (3) to give students the responsibility of designing and executing a job description contract with a client, and (4) to encourage students' personal autonomy and initiative through working on a management team where deadlines are inevitable. Although the most important factor in the final grade for the course is the team's accountability to the client in terms of measured results and accomplishment of objectives, other factors such as the team's portfolio and its members' professional attitude are also considered. Peer evaluation and the final exam also contribute to the grade. This program has been successful because it bridges the gap between theory in the classroom and practical application. However, more research is needed to reduce the distance between the classroom and the real world. (DF)

ED 264 705 EC 181 354

Brent, Diana
Living Skills: The Dual Role of the Parent and the Professional.
PUB DATE- Oct 84
NOTE- 20p.; In: Sykanda, A.M., Ed.; And Others. Insight in Sight: Proceedings of the Conference on the Visually Impaired Child (5th, Vancouver, British Columbia, October 18-20, 1984). For proceedings, see ED 260 566.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Blindness; *Daily Living Skills; Homemaking Skills; *Home Management; Self Care Skills; Teaching Methods; Time; *Visual Impairments

Written from the perspective of a blind rehabilitation teacher, the paper focuses on teaching daily living skills to visually impaired persons. Of primary importance is early instruction in daily living skills integrated into the child's total life experience. The parent's role as a direct and consistent influence on the way children perceive the world is emphasized, and the importance of early and continuous language stimulation is noted. Early exercises in discrimination learning are described as are practical techniques of labeling household items. Possible solutions to problems of time management and difficult tasks (such as making one's bed) are considered. A list of household tips and techniques for such tasks as laundry, pouring and measuring liquids, peeling vegetables, and spreading butter, jam, etc., is followed by a list of braille and large type cookbooks, catalogues of aids and appliances, and addresses of centers supplying source materials on daily living skills for the blind and visually handicapped. (CL)

ED 264 426 CE 043 148

James, Walter
Some Conclusions from the Co-operation of 14 Development Projects. Studied in the Framework of Three Co-operative Monitoring Groups. The CDCC's Project No. 9: "Adult Education and Community Development."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- ISBN-92-871-0816-1
PUB DATE- 85
NOTE- 78p.; For related documents, see CE 043 147-151.
AVAILABLE FROM- Manhattan Publishing Company, 80 Brook Street, P.O. Box 650, Croton, NY 10520 ($7.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Citizen Participation; *Community Development; Developed Nations; Employment Programs; Females; Foreign Countries; Job Training; *Labor Force Development; Males; Needs Assessment; Program Development; *Sex Role; *Unemployment
IDENTIFIERS- *Europe

The reports are presented from three Cooperative Monitoring Groups of the Council for Cultural Cooperation. The groups studied 14 projects that contributed to local and regional development through their provision or encouragement of the provision by others of adult education and training as a component of that development. A brief introduction describes the context and features of the project whose topic was adult education and community development. Themes of the three Cooperative Monitoring Groups' Reports are (1) participation of women and men in decisions affecting their daily lives over a wide range of local and regional issues, (2) responses to unemployment and to the consequences of economic restructuring, and (3) evolution of the social and cultural roles of women and men. The framework for each of the three papers is composed of these elements: Weltanschauung (or world view), environmental constraints, actors (the types of individuals who carry out the activities), customers (selection or choice of clients), ownership (the nature of the agency), and transformation process (the means by which the inputs are defined and by which the defined inputs are transformed into desired outputs). An appendix lists the 14 development projects. (YLB)

ED 264 468 CG 018 696

Long-Term Care in America: The People's Call for Federal Action. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-515

PUB DATE- 4 Jun 85

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adult Day Care; Agency Cooperation; *Federal Aid; Federal State Relationship; Government Role; Health Services; Hearings; *Individual Needs; Institutionalized Persons; Medical Care Evaluation; *Older Adults; *Personal Care Homes

IDENTIFIERS- Congress 99th; *Long Term Care; Witnesses

This document presents prepared statements and testimony from the Congressional hearing on the federal government's role in providing long-term care for the elderly in America. Opening statements from the chairman and three members of the Select Committee on Aging focus on the financial burden of long-term care for America's elderly, the anticipated growth of an aging population, and the need for alternatives to high-cost institutional care. Testimony is given from witnesses including the chairman and members of the Close-Up Foundation in Arkansas, the chairman of the Arizona Governor's Advisory Council on Aging, a staff member of the Oregon Governor's Ombudsman's Program, Utah's state director of the American Association of Retired Persons, the chairman of the Rural Elderly Task Force for the Select Committee on Aging, and several retirees. The needs of the elderly, especially for in-home medical and social services from the community are stressed. Suggestions are offered for federal support of long-term care, including: (1) federal incentives to insurance companies for long-term care; (2) extension of Medicare to cover long-term care; (3) incentives to keep people in their own homes and out of institutions through federally supported programs or extension of existing federal programs; (4) the use of tax credits to help relieve the financial burden on families of the elderly; and (5) the use of paramedicals to provide in-home care. The appendix includes statements from other state agency representatives and retirees. (ABB)

Anderson, Gordon S.
A Whole Language Approach to Reading.
REPORT NO.- ISBN-0-8191-4197-6
PUB DATE- 84
NOTE- 619p.
AVAILABLE FROM- University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706 ($25.25, paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; Elementary Education; Language Processing; *Linguistic Theory; Oral Language; Psycholinguistics; Reading Improvement; *Reading Instruction; *Reading Processes; Reading Skills; Sociolinguistics; *Teaching Methods; Written Language
IDENTIFIERS- *Whole Language Approach

An approach to reading instruction based on a socio-psycholinguistic theory of the language learning process is presented in this book. Chapter 1 provides an overview of oral and written language development; identifies language processes, language systems, and cultural setting; and describes a socio-psycholinguistic model of language learning and a teaching-learning model based on socio-psycholinguistic principles. Chapter 2 considers oral language development. Chapter 3 examines the skills and whole language models of the reading process, and chapter 4 describes evaluation procedures enabling teachers to assess students' reading development. Chapter 5 reviews the socio-psycholinguistic nature of the reading process from a whole language perspective, while chapter 6 describes the socio-psycholinguistic nature of reading and whole-language reading approaches, methods, and materials. Chapter 7 explains procedures for organizing a whole language classroom, identifies classroom goals, and describes classroom organizational plans. Illustrations accompany the text, and appendixes include bibliographies of literature and a list of resources for developing individualized reading programs and thematic units. (EL)

ED 264 555 CS 209 321

Hopkins, W. Wat
Negligence 10 Years after Gertz v. Welch. Journalism Monographs Number Ninety-Three.
Association for Education in Journalism and Mass Communication.
PUB DATE- Aug 85
NOTE- 38p.
AVAILABLE FROM- Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00, single issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *Court Doctrine; *Court Litigation; Federal Courts; *Journalism; State Courts
IDENTIFIERS- Gertz v Robert Welch Inc; Libel; *Negligence; Press Law; *Supreme Court

The implications and shortcomings of court rulings on negligence in libel laws are explored in this paper. The paper first discusses the particulars of the 1974 landmark "Gertz versus Robert Welch, Inc." United States Supreme Court case, in which the court ruled that private persons as well as public figures would be required to prove some degree of fault on the part of libel defendants. Noting that as a result of this case three general standards of fault for private persons have evolved (actual malice as the most severe and negligence as the least severe), the paper reviews the precedents to the "Gertz" case and examines the way individual state courts have handled the question of negligence. The paper then proposes a workable negligence standard, and ways that journalists can avoid negligence rulings against themselves. Negligence standards listed by states, as well as standards of undecided states leaning toward negligence, are appended. (HTH)

ED 264 600 CS 209 520

Karolides, Nicholas J., Ed.; Burress, Lee, Ed.
Celebrating Censored Books.
Wisconsin Council of Teachers of English.
PUB DATE- 85
NOTE- 125p.
AVAILABLE FROM- Wisconsin Council of Teachers of English, 2220 Northwestern Ave., Racine, WI 53404 ($10.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; *Censorship; English Instruction; Intellectual Freedom; *Literature Appreciation; Moral Issues; Moral Values; *Novels; *Reading Material Selection; Secondary Education

Intended to provide rationales for the use of a group of controversial books in American public schools, this manual explains the educational values of 33 of the most frequently challenged books. Detailed rationales include such information as historical perspective, literary elements, pertinence, and thematic content. Some of the titles include the following: "The Adventures of Huckleberry Finn"; "Anne Frank: The Diary of a Young Girl"; "Black Like Me"; "Brave New World"; "The Catcher in the Rye"; "The Chocolate War"; "Deliverance"; "The Electric Kool-Aid Acid Test"; "A Farewell to Arms"; "Forever"; "Go Ask Alice"; "The Good Earth"; "The Grapes of Wrath"; "A Hero Ain't Nothin' But a Sandwich"; "If Beale Street Could Talk"; "I Know Why the Caged Bird Sings"; "It's OK If You Don't Love Me"; "Johnny Got His Gun"; "The Learning Tree"; "Lord of the Flies"; "Love Story"; "Manchild in the Promised Land"; "My Darling, My Hamburger"; "Nineteen Eighty-Four"; "Of Mice and Men"; "One Day in the Life of Ivan Denisovich"; "One Flew Over the Cuckoo's Nest"; "Ordinary People"; "Our Bodies, Ourselves"; "The Scarlet Letter"; "A Separate Peace"; "Slaughterhouse Five"; and "To Kill A Mockingbird." The book ends with an essay, "The Censor Within," by Marion Dane Bauer. The results of a 1982 national survey of 862 high school librarians concerning challenged books is included. (EL)

ED 264 631 CS 505 166

Socha, Thomas Joseph
Adding Glamour to Theory: Experiencing Theory in the Basic Course in Interpersonal Communication.
PUB DATE- Nov 85
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Higher Education; Integrated Activities; *Interpersonal Communication; *Learning Activities; *Periodicals; Speech Curriculum; *Speech Instruction; *Teaching Methods; *Theory Practice Relationship

Focusing on the use of popular magazines in interpersonal communication instruction, this paper argues that such magazines can provide a rich source for application and criticism of interpersonal communication processes in everyday life. The first section of the paper reviews research and criticism dealing with the content of magazine articles that offer advice on interpersonal relationships and related topics, noting that such research and criticism are rare in the field. The second section provides a framework for integrating popular literature into the interpersonal course by discussing three methods of integration: critique application, discussion application, and role-play application. The third section of the paper describes in detail a critique application given in a basic interpersonal communication course, characterizes the students who completed the assignment, presents results of a questionnaire administered to those students, and examines the implications of such an assignment as well as its utility. A copy of the questionnaire is appended. (FL)

ED 264 657 EA 018 170

Demmon-Berger, Debbie
What Are You Doing for the Gifted and Talented?
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- Nov 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Acceleration (Education); Advanced Placement Programs; Community Attitudes; Elementary Secondary Education; Enrichment Activities; Magnet Schools; *Student Needs; *Talent Development; *Talent Identification
IDENTIFIERS- *Frederick County Public Schools MD

Although 70 percent of the 1,600 schools responding to a survey by the Sid Richardson Foundation in Forth Worth, Texas provides some sort of program for the gifted, this was often found to be only "enrichment." An example of a school system that has gone beyond enrichment is that of Frederick County, Maryland. The system provides an elementary magnet school; and for the middle and high school students there are homogeneous groupings that give students the opportunity to learn at an accelerated rate, advanced placement courses, and early college entrance programs. Another example can be found in the Dallas/Fort Worth, Texas, area where four school systems are scheduled to begin programs for gifted students. Because programs for the gifted and talented are vulnerable to budget cuts from communities that label them "elitist," school boards involved in developing such programs are advised to sell them to the public and work closely with teachers, administrators, and other staff. They should also consider the need for more intensive counseling for gifted and talented students. A policy on gifted education should state how children are selected and placed, and the types of programs and arrangements provided. In addition, the policy should address how credit may be given for accelerated courses completed outside the school system, teacher selection and inservice, guidance services, and program evaluation. (MLF)

An Advocacy Curriculum (9-12) for Total Career Development and Independent Living Skills for Handicapped Students. Final Report and Curriculum.

American Coalition of Citizens with Disabilities, Inc., Washington, D.C.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Jun 83
NOTE- 600p.; The curriculum is authored by Jane Ann Razeghi, and others.
GRANT- G008001917
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Advocacy; Core Curriculum; Curriculum Development; *Daily Living Skills; Hearing Impairments; Legislation; *Mild Disabilities; *Physical Disabilities; Secondary Education; Social Services; Visual Impairments

This final report summarizes a three-year project to develop and field test an advocacy curriculum designed to teach secondary-level disabled students (mentally retarded, emotionally disturbed, learning disabled, physically disabled, visually and hearing impaired) their rights and responsibilities under recent legislation, the various service systems they will need to use, and how to gain access to them. Contents include methods and procedures (broken down by project year and including a summary of project objectives and accomplishments), results of the field test, and conclusions. Among appendices are needs assessment survey forms and results, a sample inservice training workshop agenda, a field test plan, and evaluation procedures. Included as the final appendix is the 356-page advocacy curriculum or trainer's guide, which includes general guidance as well as eight instructional units: advocacy in the life functioning systems (an introduction and overview), application of advocacy to the individual system, education, employment, housing, transportation, human and social services, and recreation. (JW)

Hains, Ann Higgins; And Others
Preparing Teachers and Children for Transitions from Special Preschool Programs to Public School Kindergartens.
PUB DATE- Oct 85
NOTE- 21p.; Paper presented at the National Early Childhood Conference on Children with Special Needs (Denver, CO, October 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); Agency Cooperation; *Disabilities; *Kindergarten; *Preschool Education; Public Schools; Teacher Role; *Transitional Programs

The paper examines ways to enhance the transition of handicapped students from special preschools to public school kindergartens. The importance of careful planning, evaluation, and modification for individual needs is stressed. The effects of larger class size in kindergartens include requirements for students to obey group instructions, work well independently for at least 10 minutes, and use peers as well as the teacher as resources. The increased student-teacher ratio of kindergarten is noted, and effects on individual responsibility and time allotment are considered. Suggestions are offered regarding organizing transitions for success, including establishing communication lines between agencies and among staff members. A timeline presents guidelines for when, where, how, and what type of informtion should be communicated in planning the transition. The paper concludes by outlining 14 practical steps whereby preschool and kindergarten teachers can prepare children for transitions, including visits to preschools by kindergarten teachers, specification of transition skills on student individualized education programs, and systematic fading out of individual cues and directions to make the preschool more kindergarten-like. The preschool teacher's role is also discussed. (CL)

Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors, August 1, 1983-July 31, 1986.

American Association of Univ. Professors, Washington, D.C.; Wayne State Univ., Detroit, Mich.

PUB DATE- 1 Aug 83
NOTE- 129p.; Supercedes ED 257 408.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Early Retirement; Employment Practices; Faculty Evaluation; Faculty Promotion; Grievance Procedures; Higher Education; Insurance; Job Layoff; Leaves of Absence; *Personnel Policy; Sabbatical Leaves; *State Universities; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *AAUP Contracts; Agency Fees; American Association of University Professors; Personnel Files; Tuition Benefit Programs; Union Dues; Union Rights; *Wayne State University MI

The collective bargaining agreement between Wayne State University and the Wayne State University Chapter of AAUP covering the period August 1, 1983-July 31, 1986 is presented. Items covered in the agreement include: personnel classification, administration rights, union rights, union privileges, deduction of union dues and fees, nondiscrimination, no strike/lockout, layoff and recall procedures, salary adjustments and schedules, medical and dental insurance, long-term disability income insurance, life insurance, retirement, voluntary early retirement, vacations and holidays, leaves of absence without pay, professional leaves, leaves of absence with pay, maternity leaves of absence, fractional-time employees, administration-union meetings, grievance procedure, term appointments, tenture procedures, promotion procedures, review of professional duties, personnel files, research and professional development grants and programs, tuition assistance program, student evaluation of faculty teaching, committees, equal opportunity data, and spring-summer assignments. Correspondence concerning the agreement is appended. (SW)

ED 264 367 CE 040 948

Porozny, George H.; Cap, Orest

Manitoba Business and Vocational/Industrial Secondary Teachers' Responses to Updating of Their Professional/Technical Skills and Knowledge. Section 2.

Manitoba Teachers' Society, Winnipeg.; Manitoba Univ., Winnipeg. Faculty of Education.

PUB DATE- Feb 85
NOTE- 154p.; For section 1 of this report, see CE 040 947.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Education Teachers; *Faculty Development; Foreign Countries; *Improvement Programs; Inservice Teacher Education; Preservice Teacher Education; Professional Development; *Retraining; Secondary Education; Secondary School Teachers; *Teacher Attitudes; *Teacher Improvement; Trade and Industrial Teachers; *Vocational Education Teachers
IDENTIFIERS- *Manitoba

This document, section 2 of a three-part study, reports on an effort to determine willingness of business and vocational/industrial teachers in Manitoba to update their professional skills and knowledge. One hundred sixty-three (out of 244) teachers sent usable returns to a survey to determine the extent to which they have obtained updating experiences, teachers' obligations to update, preferences for time and frequency of updating, incentives, and the importance of selected institutions/methods. Findings showed 70 percent of business teachers and 92 percent of vocational/industrial teachers had completed work experience before commencing teacher education programs. Fifty-nine percent of the teachers indicated no business and industrial work experience since beginning teaching. Almost two-thirds said work experience was valuable since it helped them become more effective teachers. Eighty-eight percent felt a professional obligation to update skills and knowledge continually; one-third of that group maintained that updating should occur at least yearly. Educational leave with guaranteed position/salary and school inservice days were recommended as times for updating. A majority supported voluntary updating for retention of teaching certificates, with educational leave and credit towards a degree/certificate as major incentives. Industry- and business-sponsored programs for updating were strongly supported. (Appendixes include instruments and teacher comments.) (YLB)

ED 264 381 CE 042 935

Jobs Curriculum Guide. Adult Basic Education.

Technical Coll. of Alamance, Burlington, NC.
SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- 85
NOTE- 282p.; Parts of the document are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Course Content; Curriculum Guides; *Employee Attitudes; Employer Employee Relationship; Employment Interviews; Instructional Materials; Job Applicants; *Job Application; *Job Search Methods; *Job Skills; Learning Activities; Resumes (Personal); Skill Development; Work Attitudes

This volume contains a curriculum designed for adult basic education students whose main goal is to get a job. Part 1 explores the problem of nongraduates who are often thought to lack even the most elementary skills necessary to gain or keep employment. It provides a rationale for reevaluating the traditional manner in which nongraduates are viewed and offers a new conceptual framework that gives recognition to their past experiences and activities. These "antecedent job activities" represent skills, behaviors, and values that are desirable in the workplace and are presented in detail in Part 2. Part 2 also contains examples of how a school day and a work day are similar, and includes lists of antecedent job activities, job-seeking skills, and job skills. In Part 3, Job Seeking Skills, these topics are discussed: personal appearance, references, resumes, job search, applications, interviews, and followup. Part 4, Job Skills and Behaviors, covers making the right first impression on the job, getting along with the supervisor, expected worker attributes, job behaviors, and selected job skills. Parts 2, 3, and 4 provide supplemental examples, exercises, activities, and checklists. Part 5 contains the bibliography and appendixes, including listings of educational contacts for material selection and industrial contacts, skill rankings, questionnaires, word list, and answer keys to exercises. (YLB)

ED 264 410 CE 043 113

Mortensen, JoAnn; And Others
Asian Basic 4 Adaptations. Basic 4 Food Groups. Nutrients for Health. Calcium: A Dietary Mineral. Iron: A Dietary Mineral. Guide to Good Eating.
Utah State Univ., Logan. Cooperative Extension Service.
PUB DATE- 85
NOTE- 74p.; "Calcium" and "Iron" were adapted from materials by Cornell University. Vietnamese translation by Tuyet Seethaler; Lao translation by Inh Simoukda; Cambodian translation by Savrin Eng. For a related document, see CE 043 112.
LANGUAGE- English; Vietnamese; Cambodian; Lao
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Basic Education; Bilingual Instructional Materials; Cambodian; Dietetics; Eating Habits; *Food; Home Economics; *Home Economics Skills; Lao; Minerals; *Nutrition; Refugees; Vietnamese

This package consists of various bilingual instructional materials for use in helping Indochinese refugees learn basic nutrition skills. Included in the package are translations in English, Vietnamese, and Lao of booklets outlining guidelines for adapting Indochinese dietary habits to incorporate foods available in the United States, including foods from the four basic food groups in the daily diet, nutrients for health, selecting foods rich in calcium, and a guide to good eating. A booklet about eating foods rich in iron is presented in English, Vietnamese, Lao, and Cambodian. (MN)

ED 264 483 CG 018 711

DeWolff, Dea K.
Multiple Role Strain in Caregivers to Elderly Parents.
PUB DATE- Nov 85
NOTE- 27p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Females; Job Satisfaction; Life Satisfaction; Marital Satisfaction; *Older Adults; *Parent Child Relationship; Parent Role; *Role Conflict; *Stress Variables
IDENTIFIERS- Caregiver Role; *Caregivers; *Role Satisfaction

Women today may combine the roles of wife, parent, paid worker, and caregiver to an elderly relative. These women may be experiencing role strain and it is not known what factors might contribute to this strain. This study examines the relationships among multiple role assumption, role satisfaction, and caregiver's health with multiple role strain. A non-random sample of women (N=50) who were caregivers to an elderly parent or in-law were interviewed to determine their satisfaction with the roles of wife, parent, paid worker, and caregiver. Multiple role strain was defined as the perceived difficulty (and concomitant negative emotions) experienced in meeting and enacting multiple role expectations. Multiple role strain was assessed by a 42-item scale which measured the degree of difficulty in meeting multiple role expectations, the frequency of difficulty in meeting multiple role expectations, the degree of emotional reaction, and frequency of emotional reaction. The moderate levels of satisfaction which most women felt with the roles of caregiver and worker were highly predictive of multiple role strain. Satisfaction in caregiver's and worker's roles and worker's roles and caregiver's health together accounted for 55 percent of the variance in multiple role strain. Further studies are needed to examine what factors influence satisfaction in the caregiving role and how to make the caregiving situation as satisfying as possible to the caregiver. References, 3 data tables, and the study instruments are appended. (Author/ABL)

ED 264 497 CG 018 725

Hadaway, Nancy L.

Preparation for Separation: Preparing the Military Family for Duty-Related Separation. Crisis Intervention Topics.

PUB DATE- 79
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anxiety; Behavior Patterns; *Crisis Intervention; Depression (Psychology); *Emotional Adjustment; *Family Problems; Marriage Counseling; *Military Personnel; Military Service; Needs Assessment; *Separation Anxiety; Services; Social Support Groups; *Stress Management

Duty related separation for military family members demands family support programs to help alleviate the stresses produced by separation. Not only is performance of the military member affected, but so is the emotional stability of the spouse and children. Three phases of emotion and behavior can be delineated in the sequence-reaction to the loss or change of separation: (1) protest; (2) despair; and (3) detachment. This sequence can lead to generalized anxiety and significant depressive symptoms. Adequate preparation for the stages of separation (the notification of separation, the actual departure, and the resulting difficulty of coping alone) will help the spouse adjust to the new roles and life style. The waiting spouse must also adapt to the new emotions and behaviors of reunion when the military spouse returns. This final stage of separation adjustment, integration and reorganization, is made difficult by individual growth and change in the waiting spouse and other family members. Crisis intervention, prior preparation, and sustained support enable the waiting spouse to cope more effectively with all stages of separation. Family counseling, financial and legal counseling, education, support groups, individual counseling, and crisis hot lines can all contribute to the family's successful adjustment to the military members' separation and return. (ABB)

ED 264 526 CS 008 220

Taylor, Denny
Family Literacy: Young Children Learning to Read and Write.
REPORT NO.- ISBN-0-435-08204-3
PUB DATE- 83
NOTE- 120p.; Foreword by Dorothy S. Strickland.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($10.00, paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Beginning Reading; Early Reading; Family Attitudes; *Family Environment; *Family Influence; Family Involvement; Literacy; Parent Influence; Parent Participation; Parent Role; *Prereading Experience; Reading Instruction; *Reading Readiness; Reading Research; Reading Skills; *Writing Readiness; Writing Skills; *Young Children

Focusing on family interaction, this book discusses a study designed to develop systematic ways of looking at reading and writing as activities that have consequences in and are affected by family life. Topics of the seven chapters are as follows: the six families involved in the research, conservation and change in the transmission of family literacy styles and values, family literacy and the social organization of everyday life, relationships between family literacy and children's emerging awareness of written language, family literacy in a cultural context, family literacy and learning in school, and fieldwork approaches to the study of literacy and the family. Illustrations are included. (EL)

ED 264 586 CS 209 498

Hodges, Richard E., Ed.; Rudorf, E. Hugh, Ed.
Language and Learning to Read: What Teachers Should Know about Language.
REPORT NO.- ISBN-0-8191-4259-X
PUB DATE- 72
NOTE- 245p.
AVAILABLE FROM- University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706 ($10.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Cognitive Processes; Elementary Education; Language Acquisition; Language Processing; Language Usage; *Linguistics; Miscue Analysis; Reading Instruction; *Reading Processes; *Reading Writing Relationship; Teaching Methods; Theory Practice Relationship; Writing Processes
IDENTIFIERS- Orthography

Written by teachers, linguists, psychologists, and reading specialists, this book elucidates the relationship between reading and language, and explains why reading should be regarded as a language-based process. The book is divided into eight sections, each of which includes an introduction and sources for further reading. The essays for each section and their authors are as follows: (1) "The Study of Language" (Ronald Wardhaugh); (2) "The Language Process: Systems or Systematic?" (Carolyn L. Burke); (3) "The Learner and His Language" (Frank Smith); (4) "The Language Learner in School (Dolores Mather); (5) "Speech Differences and Teaching Strategies: How Different Is Enough?" (Roger W. Shuy); (6) "A Teaching Strategy" (Mildred R. Gladney); (7) "What Teachers of Reading Should Know About the Writing System" (Paul David Allen); (8) "The Nature of the Writing System: Pedagogical Implications" (Sarah C. Gudschinsky); (9) "Learning To Process Visually-Coded Symbolic Information" (Margaret Hubbard Jones); (10) "Perceptual Development in the Reading Process" (Rebecca C. Barr); (11) "The Reading Process: Theory and Practice" (Kenneth S. Goodman); (12) "Qualitative Reading Miscue Analysis for Teacher Training" (Yetta M. Goodman); (13) "The Nature of Reading: Language and Meaning" (Robert B. Ruddell and Helen G. Bacon); (14) "Language, Meaning, and Reading Instruction" (Pose Lamb); (15) "What Should the Reading Teacher Know About Language and Thinking?" (Constance M. McCullough); and (16) "Linguistics, Thought, and Reading" (Edmund H. Henderson). (HTH)

ED 264 644 EA 018 048

Goldsberry, Lee; And Others
Principals' Thoughts on Supervision.
PUB DATE- 85
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Data Analysis; Educational Research; Elementary Secondary Education; Interviews; *Research Methodology; Supervisors; *Supervisory Methods; Teacher Administrator Relationship; *Teacher Supervision
IDENTIFIERS- Pennsylvania; *Survey of Supervisory Practices

Analysis of the responses to telephone and personal interviews by 21 teacher supervisors from six school districts in Pennsylvania revealed three possible patterns of direct supervision of teachers. "Nominal" supervision consists of voicing compliance with statutory requirements for observation of teaching, a clear focus on identifying and eliminating substandard teaching, and a view of the supervisor as "quality control inspector." "Patterned" supervision uses a highly structured system of observation and communication to help all teachers improve teaching beyond state-mandated minimums, follow uniform teaching procedures, and make improvements in areas other than those affected by other interventions. "Integrated" supervision combines patterned supervision with other approaches to professional development and adapts the process to the specific needs of the setting and the teachers served. This report describes the supervisory and staffing patterns followed in each of the districts studied, places the study in the context of a larger study of supervisory practices in Pennsylvania, and explains the study's planning and interviewing methods. (Confidentiality was preserved by giving the districts fictional names). The development of techniques for analyzing the data are described, with supporting evidence from the interviews. The complete interview questionnaire and selected responses are presented in appendixes. (PGD)

Zabel, Mary Kay, Ed.
Teaching: Behaviorally Disordered Youth.
Council for Children with Behavioral Disorders.

PUB DATE- Oct 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Behavior Modification; Cognitive Restructuring; Curriculum Evaluation; Elementary Secondary Education; Exercise; *Intervention; Jogging; Organizations (Groups); *Teaching Methods

The publication presents five articles dealing with research and methodology for teachers of behaviorally disordered children. In the first paper, R. Gable et al. describe "A Classroom-based Curriculum Validation Process for Teaching the Behaviorally Disordered," which focuses on static and dynamic evaluation of curricular materials. E. Anderson follows with "A.M. Club," in which she documents positive outcomes of a systematic program of running with behaviorally impaired junior high students. In "Paradoxical Interventions: Strategies for the Resistant Adolescent," D. Simon and A. Vetter-Zemitzsch review four paradoxical interventions: symptom prescription, restraining, outpositioning, and reframing. L. Morrow and S. Morrow describe a study of the effectiveness of a cognitive behavior management technique with a multiply-handicapped 12-year-old in "Use of Verbal Mediation Procedure to Reduce Talking-Out Behaviors." In the final paper, K. Phillips provides practical suggestions for "Parents as Partners: Developing Parent Support Groups." (CL)

ED 264 721 FL 015 375

Young, Lynne
Needs Assessment Surveys.
PUB DATE- 84
NOTE- 13p.; In: Carleton Papers in Applied Language Studies, Volume I (FL 015 370).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Applied Linguistics; Class Activities; *English (Second Language); Measurement Techniques; *Needs Assessment; Research Methodology; *School Surveys; Second Language Instruction; *Student Attitudes; *Student Needs
IDENTIFIERS- Carleton University ON

A student-conducted survey in the English-as-a-second-language (ESL) unit of Carleton University's Centre for Applied Language Studies was taken to determine the types of language activities students would like to have in their courses. The survey had two objectives: to get a description of types of assignments and tests used in a variety of courses in a range of disciplines, and to heighten students' awareness of their needs. Several potential problems of this and similar studies surfaced during the survey: (1) rapidly changing student demographics may cause student needs to change from year to year; (2) the ESL student population is heterogeneous and may not have a common core of needs; (3) the survey may not have been thorough enough; and (4) due to late registrants, the survey took too long to be of maximum usefulness. The process would be more useful if several surveys were conducted in the course of a year to provide a database of student needs, allowing teachers to develop each course based on the characteristics of students who enroll in it. (MSE)

ED 264 736 FL 015 434

Three-Year Latin Program: Latin 10, 20 and 30 Curriculum Guide.
Alberta Dept. of Education, Edmonton. Language Services Branch.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Descriptions; Cultural Education; Curriculum Guides; *Educational Objectives; Foreign Countries; Grammar; High Schools; *Language Skills; *Latin; *Second Language Instruction; Teaching Methods; Testing
IDENTIFIERS- Alberta

A curriculum guide is presented for three sequential courses in Latin at the high school level in the Province of Alberta. The guide includes the following: outlines of goals and objectives, the rationale for including Latin in a high school program, specific minimum expectations at the end of the third course for each language skill (listening, speaking, reading, and writing) and for cultural understanding, specific linguistic content for each course, specific minimum core content for all students, elective components for enrichment and remediation, and suggested teaching strategies and evaluation procedures. An index linking linguistic content to units in the recommended text is appended. (MSE)

ED 264 751 HE 018 924

Contexts for Learning: The Major Sectors of American Higher Education.

American Association for Higher Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.

PUB DATE- Aug 85

NOTE- 73p.; Papers commissioned by the National Institute of Education Study Group on the Conditions of Excellence in American Higher Education.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Bachelors Degrees; College Environment; College Faculty; College Role; College Transfer Students; *Community Colleges; Competition; Educational Facilities; Educational Quality; Financial Support; *Higher Education; *Liberal Arts; Outcomes of Education; Postsecondary Education; Prestige; Private Colleges; Research; School Funds; *Small Colleges; *State Colleges; *Undergraduate Study

IDENTIFIERS- Excellence in Education; *Research Universities

Undergraduate education in different postsecondary sectors is discussed in four articles on community colleges, state colleges, liberal arts colleges, and research universities. For each type of college, consideration is given to its history; value system; physical, financial, and human resources; and internal and external factors affecting excellence. In "The Community College in the American Educational System," Arthur M. Cohen considers transfer education and different missions of the college (i.e., graded education and quasi-educative services). Robert Birnbaum's paper, "State Colleges: An Unsettled Quality," argues that identity is a key issue for state colleges as they struggle to balance their role as "agencies of the state" and their commitment to academic values. The situation of the liberal arts college, which is no longer preeminent, is discussed by Allan O. Pfnister in "The American Liberal Arts College in the Eighties: Dinosaur or Phoenix?" According to Pfnister, shifting funding patterns will be especially hard on tuition-dependent small liberal arts colleges. In "Research Universities: Their Role in Undergraduate Education," Roger L. Geiger stresses the competition among the research universities and identifies three elements that distinguish research universities from other types of institutions. (SW)

ED 264 396 CE 043 057

Computer Based Model for ABE Student Followup. Summary Report July 1, 1984 through June 30, 1985.

Meade 46-1 School District, Sturgis, SD.

SPONS. AGENCY- South Dakota State Div. of Elementary and Secondary Education, Pierre.

PUB DATE- 30 Jun 85

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Basic Education; Adult Programs; Computer Oriented Programs; Databases; Educational Attitudes; *Educational Benefits; *Followup Studies; *Outcomes of Education; *Program Effectiveness; State Programs; *State Surveys; Student Attitudes

IDENTIFIERS- 310 Project; *South Dakota

The Community Education Center of Meade 46-1 School District studied the effectiveness of adult basic education (ABE) programs throughout South Dakota. The study coordinators reviewed and computerized 359 case histories submitted from 23 different programs throughout the state. From this database, numerous conclusions about the ABE delivery system were made. Some of the findings of the study were the following: (1) 303 of the 359 persons completed the General Education Development (GED) tests; (2) 45 percent of those surveyed received employment, greater job security, and better wages; (3) 22 responents went off welfare and into employment; (4) 49 percent went on for further education; (5) more than half of the respondents increased their incomes; and (6) respondents were enthusiastic about the programs and the positive impact they had on their lives. Recommendations were made for further followup studies to document the beneficial impact of ABE programs in South Dakota. (KC)

ED 264 512 CG 018 740

Kriegler, Julie A.; Bogat, G. Anne
A Developmental Analysis of Children's Social Support Networks.
PUB DATE- Aug 85
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Childhood Needs; Children; Intermediate Grades; *Parent Child Relationship; Self Concept; Sex Differences; Social Behavior; *Social Networks; Social Structure; *Social Support Groups; Test Validity
IDENTIFIERS- *Childrens Social Support Questionnaire

Although much investigation of adult social support networks has been done, little attention has been paid to children's social support networks. Childhood patterns of social support probably influence adult patterns. A study was conducted to describe the social networks of third through sixth grade children. It also tests the validity of a new instrument, the Children's Social Support Questionnaire, to measure quantitative and qualitative dimensions of children's social support networks. Participants (N=169) were third through sixth graders who obtained parental permission. All were of lower socioeconomic status. The Children's Social Support Questionnaire, consisting of questions measuring socialization, advice and information, physical assistance, and emotional support, was administered. The Perceived Competence Scale for Children, a self-reporting measure of children's perception of confidence, was also administered. The face validity results of the Children's Social Support Questionnaire were encouraging. The results showed that family members provided children with the greatest percentage of support, followed by friends. Professionals provided information and advice. Girls reported greater numbers of emotional supporters than boys. (ABL)

ED 264 571 CS 209 454

Clay, Marie M.
What Did I Write? Beginning Writing Behaviour.
REPORT NO.- ISBN-0-435-01120-0
PUB DATE- 79
NOTE- 78p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($6.50, paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Abbreviations; Alphabets; *Beginning Reading; *Child Development; *Developmental Stages; Early Childhood Education; Early Reading; Language Acquisition; *Language Processing; Letters (Alphabet); Orthographic Symbols; *Reading Writing Relationship; Spelling; Student Writing Models; Visual Learning; Writing Instruction; Writing Processes; *Writing Skills; Written Language
IDENTIFIERS- *Beginning Writing; Invented Spelling; Writing Samples

The difficulties children face as they are learning to read is the focus of this book, which is a collection of children's work (drawings and handwriting), with statements exploring their implications. The introduction discusses the relationship between early writing and early reading, individual differences, the question of age norms, questions of method, teaching points, the value and place of copying, and plans of action. Chapter 2 focuses on questions of development and learning, including the concepts of gross approximations and flexible control of the writing system. Chapter 3 explains the recurring principle (repetition), the directional principles, the generating principle, the inventory principle, the contrastive principle, the abbreviation principle, and problems of page arrangement. Chapter 4 discusses the alphabet, punctuation, and signatures as signs, chapter 5 examines the linking of such signs to messages and meanings, and chapter 6 illustrates the development of phrases and sentences, showing how previously discussed principles apply. Chapter 7 summarizes principles described in the book, includes a rating technique for observing early progress, and describes a technique for taking an inventory of writing vocabulary. The final chapter cites theories and experiments that suggest many links between early writing activities and the skills needed in learning to read. (EL)

ED 264 616 CS 505 122

Rubin, Rebecca B.; Shepherd, Pat

Listening Assessment Via the Communication Competency Assessment Instrument.

PUB DATE- 9 Nov 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; *Communication Skills; *Comparative Analysis; Higher Education; Listening Comprehension; *Listening Comprehension Tests; Listening Skills; Speech Communication; *Test Construction; *Test Validity
IDENTIFIERS- Communication Competency Assessment Instrument; Kentucky Comprehensive Listening Test; Watson Barking Listening Test

The Communication Competency Assessment Instrument (CCAI) was developed as a college-level communication competence measure. However, because the listening portion of the CCAI requires individual testing and is not practical for large-scale testing situations, an additional multiple choice measure was developed. In a study conducted at Kent State University, 339 students in introductory speech communication classes completed three listening measures: the Kentucky Comprehensive Listening Test, the Watson-Barker Listening Test, and the open-ended (OE) and multiple choice forms of the CCAI. Analysis of the students' scores indicated that there are many similarities between the Kentucky and the Watson-Barker tests, but that the strongest relationship among the listening tests exists between the Watson-Barker Listening Test and the CCAI-OE. Comparison of these three tests has shown that listening to an audiotape may differ from receiving the stimulus through videotape or in actual performance and that the questions must be worded accurately. Several additional concerns have been discovered and should be addressed in listening test construction and development. (DF)

ED 264 411 CE 043 114

Housecleaning: Cleaning Woodwork. Clean Windows, Mirrors, and Other Glass. Carpet Spot Removal. Diswashing. The Easy Way to Clean Your Range. Cleaning Walls and Ceilings. A Clean Bathroom--for a Clean House. Kill Those Roaches--for a Clean House. When to Do Housecleaning Jobs. Cleaning Mixtures.

Utah State Univ., Logan. Cooperative Extension Service.
PUB DATE- 85
NOTE- 99p.; For a related document, see CE 042 115. Vietnamese translation by Tuyet Seethaler; Lao translation by Inh Simoukda; Cambodian translation by Loch Srey.
LANGUAGE- English; Vietnamese; Cambodian; Lao
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Basic Education; Bilingual Instructional Materials; Cambodian; *Cleaning; Dishwashing; Home Economics; *Homemaking Skills; Lao; *Refugees; Vietnamese

This package consists of various bilingual instructional materials for use in helping Indochinese refugees learn basic housecleaning skills. Included in the package are translations of instructional booklets dealing with the following topics: cleaning woodwork (English, Vietnamese, Lao); cleaning windows, mirrors, and other glass (English, Vietnamese, Lao, Cambodian); removing spots from carpets (English, Vietnamese, Lao, Cambodian); washing dishes (English, Vietnamese); and cleaning a range (English, Vietnamese, Lao, Cambodian). The package also describes cleaning walls and ceilings (English, Vietnamese, Lao); cleaning bathrooms (English, Vietnamese, Lao); killing roaches (English, Lao); knowing when to do housecleaning jobs (English, Lao). A booklet on cleaning mixtures (English, Vietnamese, Lao, Cambodian) is also included. (MN)

ED 264 427 CE 043 149

The 14 Pilot Experiments. Volume I. Switzerland, Spain, Portugal, Italy. The CDCC's Project No. 9: "Adult Education and Community Development."

Council for Cultural Cooperation, Strasbourg (France).

REPORT NO.- ISBN-92-871-0808-0
PUB DATE- 85
NOTE- 123p.; For related documents, see CE 043 147-151. Product of Co-operative Monitoring Group No. 1: "Participation of Women and Men in Decisions Affecting Their Daily Life on a Wide Range of Local and Regional Issues."
AVAILABLE FROM- Manhattan Publishing Company, 80 Brook Street, P.O. Box 650, Croton, NY 10520 ($14.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Citizen Participation; *Community Development; *Developed Nations; Females; Foreign Countries; Males; Program Descriptions; Program Development
IDENTIFIERS- Italy; Portugal; Spain; Switzerland

This volume, the first in a series of three, contains the reports of four European experiments that were part of a process of cooperative monitoring of a project on adult education and community development. The theme of these experiments is "participation of women and men in decisions affecting their daily lives over a wide range of local and regional issues." The four experiments are the Romansch League in the Canton of Graubuenden in Switzerland, the Spanish experiment of Coria in Estremadura, the Portuguese experiment of Braga, and the Italian experiment in Sicily. Each experiment is described as it was observed by the Monitoring Group in terms of socioeconomic context, project objectives, project development, and activities. A summary of the impressions, observations, and questions of all participants concludes each report. Prospects for European cooperation are also discussed here. Appendixes include the description of a Belgian experiment, the Fondation Rurale de Wallonie, similar in themes and methods to the four other monitored experiments. (YLB)

ED 264 441 CE 043 178

Askov, Eunice N.; And Others
Single-Subject, Multiple-Baseline Designs in Evaluating Adult Literacy Programs.

PUB DATE- Nov 85
NOTE- 9p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Literacy; *Adult Programs; Educational Assessment; *Educational Research; *Evaluation Methods; Postsecondary Education; *Research Design; *Research Methodology; Research Needs
IDENTIFIERS- *Single Subject Research Design

Between-group designs constitute the experimental methods traditionally applied in the field of education. Another level of analysis, however, is commonly used in clinical psychology but seldom applied in educational settings: single-subject designs (actually applied to small groups). This design allows a researcher to evaluate the influence of an educational or clinical procedure on a subject's performance by replicating its effect with the same individual over time. One type of single-subject design, the multiple-baseline design, is becoming more popular in educational studies. In the multiple-baseline design, measures are made simultaneously on two or more behaviors, subjects, or settings in order to identify a pre-treatment (baseline) level. The baseline data describe the current level of performance and predict future performance. If each baseline changes when the intervention is introducted, the effects can be attributed to the intervention. Advantages of multiple-baseline designs include the following: (1) the multiple-baseline designs are effective means of evaluating educational procedures since they allow continuous monitoring (2) intervention is applied to only one or two baselines at a time; (3) large numbers of subjects are not needed; (4) the gradual application of the intervention permits the researcher to test its effectiveness on a small scale and make needed modifications; and (5) establishing a causal relationship does not require the withdrawal of treatment. Multiple-baseline designs may be appropriate for researching a variety of educational questions, such as evaluation of adult literacy programs. (KC)

ED 264 454 CG 018 682

Juvenile Justice in California, 1983.
California State Dept. of Justice, Sacramento. Bureau of Criminal Statistics and Special Services.
PUB DATE- 83
NOTE- 143p.; For a related document, see CG 018 683.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Correctional Rehabilitation; County Programs; *Delinquency; Delinquent Rehabilitation; Identification; *Juvenile Courts; Probation Officers; *Recidivism; Sentencing; *State Surveys; *Statistical Data; *Trend Analysis
IDENTIFIERS- *California

This publication provides an overview of the processing of juvenile delinquency cases through the California juvenile justice system; provides information to aid administrators, planners, and researchers in the administration of juvenile justice; and maintains baseline data for further studies of the system. Information on juvenile arrests and referral cases processed in 1983 along with 10-year trend data is also included. "Fallout Charts" and other graphic displays are used extensively to present information on the disposition patterns of referral cases and the characteristics of the offender. Only partial re-referral data is reported for Alameda, Los Angeles, San Diego, and Santa Clara counties. Complete re-referral data is reported for the remaining 54 counties in the state. Major sections included examine arrests, referrals, incarcerations, and caseloads. A data section and an appendix with known data limitations, data collection, and glossary are also offered. The charts listed classify Juvenile Justice Trends, 1983; Juvenile Arrests, 1983; New Referral Dispositions, and Re-Referral Dispositions. Included are 41 charts and 24 data tables. (ABB)

ED 264 469   CG 018 697

Health Care Cost Containment: Are America's Aged Protected? Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-522
PUB DATE- 9 Jul 85
NOTE- 216p.; Some pages may be marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accessibility (for Disabled); Cost Effectiveness; Federal Legislation; *Federal Regulation; Health Insurance; *Health Needs; Health Services; Hearings; Medical Services; *Older Adults; Program Effectiveness; Quality Control
IDENTIFIERS- Congress 99th; *Cost Containment; *Health Care Costs

This document contains testimony and prepared statements from the Congressional hearing examining the impact on the elderly of the federal health care cost containment measure. Correspondence between the Select Committee on Aging and the Department of Health and Human Services, concerning the government restrictions' harmful effects on the elderly's access to nursing home, home health, and community services, is given. Statements from 10 committee members are followed by testimony from representatives of several state and local agencies including: the U.S. Conference of Mayors, the state of Florida, the Jefferson Area Board for Aging (Charlottesville, Virginia), and the Philadelphia Geriatric Center. Two witnesses give testimony on behalf of the American Association of Homes for the Aging and the American Health Care Association, and one professor of medicine offers a systems approach to cost containment. The witnesses testify that although hospital Diagnose Related Groups have been effective in controlling distortions and the funding bias of adult care, they have not addressed the need for long-term care, and have jeopardized health care accessibility and quality of care. The appendices include the text of the Quality Assurance Reform Act of 1985, a proposed bill to ensure quality assurance under cost containment, and prepared statements from other interested organizations. (ABB)

ED 264 541 CS 008 244

Kamil, Michael L., Ed.; Moe, Alden J., Ed.
Perspectives on Reading Research and Instruction. Twenty-Ninth Yearbook of The National Reading Conference.
National Reading Conference, Inc.
PUB DATE- 80
NOTE- 345p.; Proceedings of the Annual Meeting of the National Reading Conference (29th, New Orleans, LA, November 29-December 1, 1979).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Books (010) Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Older Adults; Readability; Reading Achievement; Reading Attitudes; *Reading Comprehension; Reading Diagnosis; *Reading Instruction; Reading Research; Study Skills; *Teaching Methods
IDENTIFIERS- Orthography

Reflecting the increasing complexity and sophistication in reading research, the papers in this collection represent a wide spectrum of approaches, philosophies, viewpoints, and techniques of scholarly endeavor in their treatment of reading research and instruction. The 52 articles selected from those presented at the 1979 meeting of the National Reading Conference are arranged according to the following categories: (1) reading comprehension at the elementary and secondary school levels, (2) reading comprehension at the post-secondary level, (3) reading comprehension methodology, (4) review of research on comprehension, (5) reading and orthography, (6) instructional methods for reading, (7) reading and study skills, (8) attitudes and conceptions of reading, (9) reading and the aged, (10) assessment and reading, and (11) readability. The yearbook concludes with a list of all the papers presented at the conference. (HTH)

ED 264 556 CS 209 335

Robinson, Richard D.; Hulett, Joycelin
Reading & Writing in the School and Home.
Missouri Univ., Columbia. Coll. of Education.; Missouri Univ., Columbia. Extension Div.
PUB DATE- 84
NOTE- 23p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *Language Acquisition; *Language Enrichment; Language Experience Approach; *Language Processing; *Learning Activities; *Parent Participation; Prewriting; Reading Processes; *Reading Writing Relationship; Revision (Written Composition); Writing Processes

Intended for parents and educators, this monograph briefly describes the relationship between the language processes of reading and writing and suggests some ways language development can be encouraged in young children. The monograph begins by recognizing that writing is a process consisting of prewriting, writing, and rewriting, and urges parents and teachers to provide children with opportunities to discuss and reflect on their ideas and thoughts before they actually begin to write. Next, the monograph explains that getting children to use their language experiences enables them to see their own language in written form, and it emphasizes that successful reading and writing experiences are the keys to progress. The monograph concludes with suggestions for activities at home and at school that interrelate reading and writing. (HOD)

ED 264 601 CS 209 572

Svobodny, Dolly, Ed.

Early American Textbooks, 1775-1900. A Catalog of the Titles Held by the Educational Research Library.

Alvina Treut Burrows Inst., Manhasset, NY.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 85

NOTE- 300p.; For companion volumes, see "Fifteenth to Eighteenth Century Rare Books on Education" (ED 139 434) and "Early American Spellers" (CS 209 573). Printed on colored paper.

CONTRACT- 400-78-0015

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Educational Change; *Educational History; Educational Philosophy; Elementary Secondary Education; Library Catalogs; Publishing Industry; Reference Materials; *Textbooks; *United States History

IDENTIFIERS- Early American Textbook Collection; Educational Research Library DC

Intended as an educational resource for use in the study of the early development of education in the United States, this catalog, prepared by the Educational Research Library of the U.S. Department of Education's Office of Educational Research and Improvement, contains bibliographic descriptions for more than 6,000 textbooks published from 1775 to 1900. Following an introductory essay that discusses the role of textbooks in educational change, the titles are arranged in categories corresponding to the following academic disciplines: (1) art education; (2) business education; (3) civics; (4) English, including children's literature, composition, elocution, grammar, literature, primers, readers, and spellers; (5) foreign languages, including French, German, Greek, Latin, and Spanish; (6) geography; (7) history, including ancient, European, United States (national and local), and world history; (8) mathematics, including algebra, arithmetic, and geometry; (9) music education; (10) penmanship; (11) philosophy; (12) religious education; (13) science, including anatomy, astronomy, botany, chemistry, geology, nature science, physics, and zoology; and (14) women's education. Within each category, the titles are arranged alphabetically by author and title. (FL)

ED 264 632 CS 505 167

Williamson, L. Keith; Pier, Judith

Relationship between Instructor Degree Status and Student Grades in Basic Speech: A Research Report.

PUB DATE- Nov 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Rank (Professional); *College Faculty; *Communication Research; Degrees (Academic); Evaluation Criteria; Evaluation Methods; Grade Point Average; *Grades (Scholastic); Graduate Students; Higher Education; Speech Communication; *Speech Instruction; Teachers; *Teaching Assistants

A survey was conducted to examine the relationship between instructor degree status (regular faculty versus graduate teaching assistants) and students' final course grades in basic public speaking courses. Analysis of data obtained from speech communication departmental records at Wichita State University revealed that during the six semester period (fall 1981 through spring 1984) 2,341 students were enrolled in 81 sections of basic public speaking taught by 24 instructors (7 regular faculty and 17 graduate teaching assistants). Results showed that graduate teaching assistants gave more B and incomplete grades while faculty gave more C and D grades. No significant differences were found for the overall grade point averages or for assignment of A, F, Audit, Withdraw, and Pass grades. These results indicated that teaching assistants may be more inclined to give students the benefit of the doubt due to lack of experience, lower standards, or more sympathy for students. The most frequent grade assigned by all instructors was a B although the C is defined by most grading systems as average. Such frequency suggests that the grading standards for a B are either too low or the application of the standards too lenient. The results suggest that basic course directors should analyze grade point averages and grade distribution patterns as well as work with teaching assistants to achieve desirable grading practices. (DF)

ED 264 658 EA 018 178

Demmon-Berger, Debbie; Hill, T. Susan
Schools and Technology: New and the Future.
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- Dec 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Board of Education Policy; *Computer Assisted Instruction; *Computer Science; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Microcomputers; Needs Assessment; *Purchasing; *Technological Advancement

School systems, by and large, are hesitating in integrating new technology into the educational process. The new technology includes computers, telecommunications, electronic blackboards, interactive video for simulations, editing devices, and the new optical storage disk, the CD/ROM. Many believe the new technology can help to address such concerns as diverse population needs, equity in education, uniformity in curiculum, the shortage of qualified teaching personnel, and the need for lifelong learning and retraining experiences. School boards involved in the purchase of new technology are advised to begin with a planning committee--involving teachers--for long-range planning and to formulate a district needs assessment. Policy statements need to be made concerning equipment purchasing, ownership, use, and maintenance. Since most school systems will not have the resources for immediate, full-scale computerization, priorities must be set. Planners can move from a generalized statement to more specific curriculum, hardware, software, and staff development needs. (MLF)

ED 264 674 EC 181 323

The Triennial Evaluation of Students with Handicapping Conditions.
New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
REPORT NO.- NYSED-85-6992
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Eligibility; *Evaluation Methods; Special Education; *Student Evaluation; Student Placement
IDENTIFIERS- New York

The publication is designed to assist professionals responsible for conducting triennial evaluations of handicapped students in New York. The triennial evaluation is intended to provide information on the students' needs and continuing eligibility for special education. The guidelines are intended to provide a conceptual framework for triennial evaluation. Organization factors are noted, including factors determining a student's present program/placement in special education. Guidelines for conducting the assessment touch upon such aspects as issues in limited English proficiency, diploma requirements, and vocational assessments. Results of the triennial evaluation are seen to answer critical questions about the student's current educational needs, continued eligibility or mainstream placement, and material/method adaptations. (CL)

ED 264 690 EC 181 339

Academic Talent, Volume 1, Numbers 1-4, Winter 1984-Fall 1985.
Johns Hopkins Univ., Baltimore, MD. Center for the Advancement of Academically Talented Youth.

PUB DATE- 85
NOTE- 49p.
AVAILABLE FROM- Johns Hopkins University, Center for the Advancement of Academically Talented Youth, Charles and 34th Streets, Baltimore, MD 21218.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counseling Techniques; Creative Development; *Educational Needs; Elementary Secondary Education; *Gifted; Graduation Requirements; Parent Role; Program Descriptions; Summer Programs; Talent; Talent Identification; Textbooks

Three issues (1984-85) of the newsletter address issues related to gifted and talented education. Articles include a review of counseling aspects, a summary of a meta-analysis of educational acceleration, a report of a summer program for gifted and talented students by a participant, discussions of master teacher qualities, an examination of the value of assessment in educational planning for bright young students, an analysis of high school graduation requirements, pointers for young authors, an essay on the importance of information for creativity, a description of the University of Washington's Early Entrance Program, a discussion of watered-down school textbooks, an interview with educator Theodore Sizer, the need to revamp the high school's traditional structure, guidelines for parents on influencng their child's school to provide more challenging education to highly able students, and a summary of media strategies for the academically gifted. (CL)

ED 264 737 FL 015 435

Three-Year Italian Program: Italian 10-20-30 Curriculum Guide.
Alberta Dept. of Education, Edmonton. Language Services Branch.
PUB DATE- 85
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Descriptions; Cultural Education; Curriculum Guides; *Educational Objectives; Foreign Countries; Grammar; High Schools; *Italian; *Language Skills; *Second Language Instruction; Teaching Methods; Testing

A curriculum guide is presented for three sequential courses in Italian at the senior high school level in the Province of Alberta. The guide includes the following: outlines of goals and objectives, the rationale for the inclusion of Italian in a high school program, specific minimum expectations at the end of the third course for each language skill (listening, speaking, reading, and writing) and for cultural understanding, specific linguistic content for each course, specific minimum core content for all students, elective components for enrichment and remediation, and suggested teaching strategies and evaluation procedures. An index linking linguistic content to units in the recommended texts is appended. (MSE)

ED 264 765 HE 018 938

Agreement between Bloomfield College and the Bloomfield College Chapter of the American Association of University Professors and Bloomfield College Faculty Personnel Procedures, July 1, 1985-June 30, 1987.

American Association of Univ. Professors, Washington, D.C.; Bloomfield Coll., N.J.

PUB DATE- 1 Jul 85

NOTE- 41p.; Supercedes ED 257 367. Small print may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Freedom; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Employment Practices; Faculty Evaluation; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Part Time Faculty; *Personnel Policy; *State Universities; Teacher Dismissal; Teacher Employment Benefits; Teacher Retirement; Teacher Salaries; Tenure; Unions

IDENTIFIERS- *Bloomfield College NJ; Dues Checkoff; Financial Exigency; Personnel Files; Union Dues; Union Rights

The collective bargaining agreement between Bloomfield College and the Bloomfield College Chapter of AAUP covering the period July 1, 1985-June 30, 1987 is presented. Items covered in the agreement include: contract management, no strike/lockout, nondiscrimination, chapter rights, dues checkoff, academic freedom, faculty status and criteria for faculty evaluation, terms of appointment (probationary period and nonreappointment), dismissal for cause, grievance procedure, arbitration, sabbatical and study leaves, other leaves of absence, salary and salary adjustments, long-term disability insurance, major medical insurance, life insurance, travel and accident insurance, unemployment/disability insurance, hospitalization, dental insurance, tuition waiver, professional meetings, working conditions, personnel files, workload, retrenchment and financial exigency, instructional divisions, part-time faculty, and retirement. (SW)

ED 264 368 CE 041 878

A Regional Rural Secondary School Model for High Technology Program Planning and Development--DeKalb, Illinois. Final Report.

De Kalb Community School District 428, Ill.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jun 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Consortia; *Curriculum Development; Delivery Systems; Educational Cooperation; High Schools; Information Processing; Instructional Materials; Learning Activities; Linking Agents; Models; Program Development; *Regional Cooperation; *Regional Planning; Regional Programs; Rural Areas; *Rural Education; Secondary Schools; Student Evaluation; *Technical Education; *Technological Advancement; Two Year Colleges

A functioning consortium, consisting of five secondary high schools, one junior college, and two area vocational centers, was developed during a project to formulate a regional rural secondary school model for high technology program planning and development. Other major accomplishments of the project included the following:

(1) initiation of staff and curriculum development in the areas of information processing and principles of technology; (2) formation of linkages between the academic and vocational areas; (3) development of policies for vertical and horizontal articulation; (4) development of a computerized individualized career plan; (5) formulation of a set of goals; and (6) an agreement on the part of all consortium members to continue to share resources and pursues staff development efforts. (Appendixes to this report contain a newsletter published by the Center for New Technology Education; operational guidelines; and a report on the status of the regional delivery system's information processing curriculum, which includes a completed task list, completed behavioral objectives, and draft versions of learning activities and evaluation instruments.) (MN)

ED 264 382 CE 042 962

Rowh, Mark
The Neglected Enterprise: Vocational Education in America's Prisons.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Change Strategies; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Educational Improvement; *Educational Needs; Educational Policy; Educational Practices; *Educational Trends; Postsecondary Education; Trend Analysis; *Vocational Education

Too often, vocational education in prisons has not been given the necessary political, financial, or administrative support necessary for it to be truly effective. Besides being faced with the problems of inadequate funding and generally inadequate facilities, equipment, and instructor training, prison-based vocational education programs often lack adequate program standards and are not relevant to inmates' job training needs. In areas such as research, evaluation, data collection, and general leadership, corrections-based vocational education functions in a virtual vacuum. Despite these problems, policymakers and the general public are beginning to become aware of the economic and rehabilitative benefits of such programs. Policymakers interested in improving prison-based vocational education in the future should provide funding to improve and increase research and evaluation, develop more community involvement and interagency cooperation at all levels, and foster leadership from professional organizations and Federal and State agencies. (MN)

ED 264 397 CE 043 059

Gregory, Margaret R.; Benson, Robert T.

V-TECS Guide for Machine Shop (Machinist).

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 85
NOTE- 443p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Definitions; *Equipment Maintenance; *Equipment Utilization; Job Skills; Learning Activities; Lesson Plans; *Machine Tools; *Machinists; Mathematics Skills; Measurement Equipment; Measurement Techniques; Numerical Control; Safety; Secondary Education; Shop Curriculum; Teacher Developed Materials; *Trade and Industrial Education; Welding

This curriculum guide is intended to train trade and industrial education students in the hands-on aspects of the occupation of machinist. Included in the guide are course outlines that deal with the following topics: following safety procedures; performing mathematical calculations; designing and planning machine work; performing precision measurement and bench work; operating drill presses, grinders, power saws, lathes, milling machines, and shapers; welding; performing heat treatment tasks; and operating numerical controlled machines. Each course outline contains some or all of the following: a duty; a task statement; a performance objective and performance guide; suggested learning activities; a list of recommended resources; student evaluation criteria, including answers to any evaluation questions or exercises provided; a lesson test, test answers; and attachments (including handouts, forms, and transparency masters). Appendixes to the guide include definitions of terms, duty and task and tool and equipment lists, evaluation questions and answers, and a bibliography. (MN)

ED 264 498 CG 018 726

Walz, Garry R.

The Marketing of Counseling.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 20p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Client Characteristics (Human Services); *Counseling; Counseling Services; *Counselor Role; *Human Services; Individual Needs; *Marketing; *Technological Advancement

Counseling and human services in the 1990s will be different from counseling today. Among the changes to be expected will be a shift of emphasis from a client specialty focus to a focus on life decisions and planning; from a traditional case load approach to a demand for high output and performance; and from a professional services orientation to a market forces orientation. In addition, credentials and training will give way to demonstrated high performance as the chief criterion for hiring. Marketing concepts can aid counselors in identifying the public's needs and desires for counseling services. Counselors should recognize the life cycles of their products and services and adapt accordingly. A number of forces are competing with counseling services today: self-help books, self-help networks, other helping services entering the field and technologically-based services. Human services professionals should follow these recommendations: (1) use marketing strategies to locate potential users and to promote and assess services; (2) make effective use of new technology; (3) make a commitment to research and development; and (4) phase out ineffective services. (ABL)

ED 264 527 CS 008 221

Clay, Marie M.
Observing Young Readers: Selected Papers.
REPORT NO.- ISBN-0-435-08208-6
PUB DATE- 82
NOTE- 242p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50, paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; *Behavior Patterns; Classroom Observation Techniques; Comparative Analysis; Concept Formation; Cultural Differences; Developmental Stages; Early Reading; *Error Analysis (Language); Error Patterns; Foreign Countries; Inservice Teacher Education; Language Acquisition; *Language Processing; *Language Skills; Learning Disabilities; Oral Language; Primary Education; Reading Processes; *Reading Research; Reading Skills; Sentence Structure; Writing Processes
IDENTIFIERS- New Zealand

The reports of research in this monograph reflect 18 years of observation of the behaviors of children learning to read in New Zealand schools. The first section of the monograph urges teachers to look more closely at language behaviors in their classrooms to see how children go about the tasks set before them. The second section reports on studies that investigated the reading behaviors of young children, including such factors as the syntax of reading errors, reading errors and self-correction behavior, the spatial characteristics of the open book, and juncture, pitch, and stress as reading behavior variables. The articles in the third section focus on the oral language and early reading progress of children of culturally diverse backgrounds (Polynesian, Maori, Samoan, Scottish, Pakeha, Melanesian, and so forth), and report on studies that examined such language variables as the development of morphological rules, sentence repetition, and dialects. The articles in the fourth section describe the development and implementation of an early instructional program that undercut a high proportion of reading difficulties in the second year of school, while the articles in the last section explore some of the interrelationships among oral language learning, early reading, and early writing. (HOD)

ED 264 617 CS 505 125

Hample, Dale
Reconsidering the Distinction between Induction and Deduction.
PUB DATE- Nov 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Convergent Thinking; *Deduction; Divergent Thinking; *Induction; Logic; *Logical Thinking; *Persuasive Discourse

The distinction between inductive and deductive forms of argument, as proposed by G. W. Ziegelmueller and C. A. Dause, is the focus of this paper. The first part of the paper reviews several grounds for distinguishing induction from deduction and explains that neither the traditional distinctions--those based on particular or universal premises, or probable versus certain conclusions--nor a more recent effort that depends on semantic clues unequivocally distinguishes induction from deduction. The paper then summarizes the theory of Ziegelmueller and Dause, criticizes it, and concludes that their definitions are unsatisfactory. The last part of the paper considers the following approaches open to the study of argument if it is not possible to distinguish induction from deduction: (1) to eliminate the supposed distinction and treat all arguments as deductive; (2) to abandon the terms induction and deduction and proceed to some theory of argument that does not depend on them; (3) to move away from normative models and use empirical descriptions of arguments; and (4) to try to rescue the induction/deduction distinction. (EL)

McEvoy, Barbara
Everyday Acts: Staff Development as Continuous and Informal Routine. Draft Copy.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Change Agents; Elementary Secondary Education; *Faculty Development; *Informal Leadership; Informal Organization; *Principals; Professional Development; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Improvement
IDENTIFIERS- Instructional Management Project

The informal efforts of principals to encourage the professional development of teachers may be more significant than the formal programs. The Instructional Management Project was undertaken by Far West Laboratories (San Francisco, California) to increase understanding of these informal efforts. One aspect of the research involved school observations and interviews with selected school principals, teachers, and students, as well as the administration of the Instructional Organization Instrument. The principals' routine behaviors were assigned to nine categories: goal setting and planning; monitoring; evaluating; communication; scheduling, allocating resources, and organizing; staffing; modeling; governing; and filling in for other staff members. The targets for these actions were also categorized: work structure, staff relations, student relations, safety and order, plant and equipment, community relations, and institutional ethos. All principals spent over half their time communicating. Those who effectively encouraged staff professional development focused comparatively heavily on professional matters in informal exchanges. Six kinds of informal activities of principals were found typical of efforts to initiate or reinforce teacher development: disseminating information about formal development opportunities; disseminating professional materials; focusing professional interest around specific themes; soliciting teacher responses to educational concerns; encouraging experimentation and innovation; and publicizing teacher achievements. Examples of such behaviors are cited, and a three-page bibliography is included. (PGD)

ED 264 707 EC 181 356

Alaska State Plan of Services for People with Developmental Disabilities and Other Substantial Handicaps. 1984-1986.

Alaska Governor's Council for the Handicapped and Gifted, Fairbanks.

PUB DATE- 84

NOTE- 448p.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Developmental Disabilities; Disabilities; Elementary Secondary Education; Health Services; Infants; Postsecondary Education; Preschool Education; *Program Development; Regional Programs; Residential Programs; *Services; *State Programs; Vocational Education

IDENTIFIERS- *Alaska

The plan presents information relating to persons with developmental disabilities and other substantial handicaps in Alaska. A joint effort by state planning and service providing agencies, the plan was developed with input from consumers as well as providers. An introduction to the document is followed by an overview of the state and the implications for planning. An overview of services addresses six major topics: (1) health services (prevention, early identification); (2) support services (maintenance, material support); (3) residential options (natural environments); (4) educational services (infant learning, post-secondary and adult education); (5) vocational services (prevocational training, job placement); and (6) enabling services (case management, guardianship). The remainder of the plan presents descriptions, target population, communities, levels and service flow patterns, services descriptions and utilization, and obstacles and opportunities for each of the seven regions of the state. (CL)

ED 264 722 FL 015 376

Cumming, Alister
Compiling Instructors' Perceptions of Learners' Deficiencies: A Problem-Centered Approach to In-Service Training and Language Program Development.

PUB DATE- 84
NOTE- 16p.; In: Carleton Papers in Applied Language Studies, Volume I (FL 015 370).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Applied Linguistics; Classroom Techniques; Curriculum Development; *English (Second Language); *Faculty Development; Higher Education; *Individualized Instruction; *Inservice Teacher Education; Intensive Language Courses; *Learning Problems; Peer Counseling; *Problem Solving; Program Administration; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Carleton University ON

An approach to language program administration attempted to integrate three factors: communicative syllabus use, in-service faculty development, and collective decision-making on techniques for implementing instruction with specific student groups. The approach was devised for a university program of non-credit intensive academic English courses. The students in the program were a heterogeneous group with a wide variety of characteristics and needs, and the syllabus was undeveloped. The procedure involved teachers' identifying specific student learning problems from classroom behavior, circulating the information to colleagues for comments and instructional strategy suggestions, and discussing the problems in regular meetings. After an initial six-month period, an informal consensus regarding teachers' perceptions of student problems was reached, and a wide variety of relevant teaching techniques or behaviors for classroom interaction had been implemented. Faculty in a similar program at another university also reviewed the information, and the results closely approached the original faculty group's ideas. This approach to faculty development has the advantages of integrating professional growth into the administrative decision-making process and of being managed by the program staff itself. (MSE)

ED 264 752 HE 018 925

Education in Summer: 100 Years at UW-Madison.
Wisconsin Univ., Madison.
PUB DATE- Oct 85
NOTE- 64p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; Deans; Departments; *Educational History; Educational Innovation; Educational Objectives; Governance; Higher Education; Program Administration; *State Universities; *Summer Schools; Teaching Methods

College summer sessions, and specifically the summer program at the University of Wisconsin-Madison between 1885-1985 are discussed in two papers and a conference summary. In "History of Summer School at the University of Wisconsin," John W. Jenkins and Barry J. Teicher examine the emergence and nature of summer programs in the context of the University of Wisconsin-Madison's value and governance systems. Clarence A. Schoenfeld's paper, "The American University in the Summer Revisited," is a current reflection on university education in the summer and a followup to his 1967 paper, "The American University in a Summer." Included are reactions to the Schoenfeld paper by four educators, John R. O'Fallon, Ellen Elms Notar, Thomas S. McLeroy, and John Schmidt. Finally, Harland Samson summarizes conference discussions in "Summer Education in the Future," with attention to six topics: mission and goals of summer sessions; summer school governance and administration; delivery of instruction; innovation and experimentation; relationship of summer session to the academic year; and the role of the summer dean. Appended are descriptions of summer activities over the past 100 years for 13 schools or departments of the University of Wisconsin-Madison, as well as a chronology of important summer school events. (SW)

ED 264 484 CG 018 712

Zeiss, Robert A.; And Others
Posttraumatic Stress Disorder in Former Prisoners of War: Incidence and Correlates.
PUB DATE- Aug 85
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; *Behavior Problems; *Emotional Problems; Emotional Response; Military Personnel; *Psychological Patterns; Psychopathology; Stress Variables; *Veterans
IDENTIFIERS- Korean War; *Posttraumatic Stress Disorder; *Prisoners of War; World War II

Following World War I, researchers began to study psychological and behavior problems resulting from war experiences. Today these problems are defined as Posttraumatic Stress Disorders (PTSD). The PTSD problems of Vietnam veterans have been widely reported but less is known about World War II and Korean veterans. A study was undertaken to examine PTSD problems of former prisoners of war from World War II and Korea. Five variables are measured: (1) length of time as a prisoner of war (POW); (2) where prisoners were captured, since prisoners of Japan endured longer captivity, worse conditions, and more severe treatment than European POWs; (3) age; (4) rank; and (5) branch of service. A sample of POWs (N=172) from an ex-POW organization completed a questionnaire designed to assess current occurrence of PTSD. Four percent reported never being troubled by PTSD symptoms and 25 percent reported always being bothered by these symptoms. Most of the remaining 71 percent had intermittent problems with PTSD. A noteworthy percentage had stable marriages with 88 percent married and a mean duration of current marriages of 35 years. However, these marriages may not denote emotional intimacy. Only age and rank at time of capture were significantly related to PTSD with lower ranking and younger veterans demonstrating greater current problems. The relationship between type of trauma and PTSD should be examined. References and the POW questionnaire are appended. (ABL)

ED 264 513 CG 018 741

Rathbone-McCuan, Eloise; Coward, Raymond T.

Male Helpers: Unrecognized Informal Supports.

PUB DATE- Nov 85
NOTE- 14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Daughters; Family Relationship; *Helping Relationship; *Older Adults; *Parent Child Relationship; Services; *Sex Differences; *Sons
IDENTIFIERS- *Adult Children; Caregivers

The gender variable in adult child caregiving has not been clearly examined. Research often uses non-random participants, inappropriate caregiver definitions, non-differentiation of helping tasks, avoidance of daughter/son comparison, and the non-use of the elder's marital status as a control. A study was conducted to examine the gender variable in adult child caregiving. A random sample of noninstitutionalized elderly (N=900) was interviewed regarding help provided to them in personal health, transportation, home maintenance, and indoor household chores. The results showed that daughters were eight times more likely than sons to help with indoor chores and three times more likely to help with personal care. Sons were nine times more likely than daughters to help with home maintenance. The elderly reported being equally satisfied with help from sons and daughters. Most helpers were not paid, but daughters were more likely to be paid than sons. Clinical literature and practice should be aware of gender differences and gender directed family systems intervention would be beneficial. (ABL)

ED 264 542 CS 008 245

Niles, Jerome A., Ed.; Harris, Larry A., Ed.
New Inquiries in Reading Research and Instruction. Thirty-First Yearbook of the National Reading Conference.
National Reading Conference, Inc.
PUB DATE- 82
NOTE- 324p.; Proceedings of the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Collected Works - Proceedings (021)

DESCRIPTORS- Beginning Reading; Classroom Environment; Primary Education; Reading Comprehension; Reading Diagnosis; *Reading Instruction; *Reading Research; Teacher Effectiveness; Teaching Methods; Vocabulary Development
IDENTIFIERS- Story Structure

Reflecting an intensified concern for good educational research on instruction, the papers in this collection demonstrate the growing awareness of and sensitivity to the classroom environment by reading researchers. The 51 articles, selected from those presented at the 1981 meeting of the National Reading Conference, are divided into the following categories: (1) research on reading instruction; (2) reading comprehension: learning and instruction; (3) comprehension: vocabulary; (4) beginning reading; (5) research and measurement concerns; (6) teacher effectiveness; (7) review of research on technology and reading instruction; (8) story structure; and (9) writing. The collection concludes with the complete list of conference papers from the 1981 meeting. (HTH)

ED 264 587 CS 209 499

Lundsteen, Sara W.
Listening and Story Structure in Books for Young Children.
PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the International Listening Association (Orlando, FL, March 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Early Childhood Education; *Listening Comprehension; *Listening Skills; *Picture Books
IDENTIFIERS- *Story Structure

Arising out of an informal survey of approximately 50 books for children with a listening theme, this paper explores how picture books with listening themes can be used to improve children's listening ability, provide enjoyment, and expose them to story structure, thus leading to an awareness of how tales are spun and an ability to predict what is going to happen. The paper discusses picture books grouped according to three categories: awareness of sounds, valuing of quiet and poetic sounds, and listening to others. The first category contains books that encourage children to listen and participate through either guessing the sounds or providing the sounds themselves. The second category includes books that encourage an appreciation for softer, quieter sounds and includes poetry. The third category stresses the need of human beings to be listened to and helps provide children with a greater understanding of human relationships. An annotated bibliography of the 50 books, divided according to the same categories, is included. (EL)

ED 264 738 FL 015 436

Giauque, Gerald S.
Foreign Language Acquisition and the Study of Music.
PUB DATE- Oct 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bands (Music); *Classroom Techniques; Comparative Analysis; *Grading; Interdisciplinary Approach; *Music Education; *Second Language Instruction; *Student Attitudes; Teaching Styles

Characteristics of the foreign language teacher, student, and classroom are compared with corresponding characteristics of the music teacher, student, and classroom to suggest parallels between the two disciplines. It is suggested that second language learning would be enhanced by adopting some techniques of music instruction, such as warming up (with the foreign language as with instruments), visualization of a successful end product (fluency in the second language without recourse to English), practice geared toward a complete and accurate performance (rather than intermittent performance, as on many objective tests), grading based on enthusiastic participation, emphasis on development of a sense of linguistic rhythm, and encouragement in using language laboratories to their fullest potential by constant practice (rather than simply waiting for taped cues). Cooperation between the two disciplines is valid because both offer not only the potential for performance, but also the possibility for mastery, a sense of history, and appreciation of culture. (MSE)

ED 264 412 CE 043 117

Randall, Jill; And Others

Food for a Healthy Mom and Baby. Nutrition. How to Have a Healthy Pregnancy.

Utah State Univ., Logan. Cooperative Extension Service.
PUB DATE- 85
NOTE- 31p.; Vietnamese translation by Tuyet Seethaler; Lao translation by Inh Simoukda.
LANGUAGE- English; Vietnamese; Cambodian; Laotian
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Basic Education; Bilingual Instructional Materials; Cambodian; Eating Habits; Food; Foods Instruction; *Home Economics Skills; Lao; *Nutrition; Parenthood Education; *Pregnancy; Prenatal Influences; *Refugees; Vietnamese
IDENTIFIERS- *Prenatal Care

This package consists of two sets of bilingual instructional materials for use in helping Indochinese refugees learn prenatal care and nutrition skills. Included in the package are Vietnamese, Laotian, and English translations of an instructional booklet dealing with how to have a healthy pregnancy. The second item in the package is a set of English and Cambodian handouts explaining nutritional requirements during pregnancy. (MN)

ED 264 428 CE 043 150

The 14 Pilot Experiments. Volume II. Finland, Belgium, Sweden, Denmark, Federal Republic of Germany, France. The CDCC's Project No. 9: "Adult Education and Community Development."

Council for Cultural Cooperation, Strasbourg (France).

REPORT NO.- ISBN-92-871-0810-2
PUB DATE- 85
NOTE- 123p.; For related documents, see CE 043 147-151. Product of Co-operative Monitoring Group No. 2: "Responses to Unemployment and to the Consequences of Economic Restructuring."
AVAILABLE FROM- Manhattan Publishing Company, 80 Brook Street, P.O. Box 650, Croton, NY 10520 ($14.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Community Development; *Developed Nations; Economic Change; Employment Programs; Foreign Countries; *Job Training; *Labor Force Development; Program Descriptions; Program Development; *Unemployment
IDENTIFIERS- Belgium; Denmark; Finland; France; Sweden; West Germany

This volume, the second in a series of three, contains the reports of six European experiments that were part of a process of cooperative monitoring of a project on adult education and community development. The theme of these experiments is "responses to unemployment and to the consequences of economic restructuring." The six experiments are the Padasjoki project of Finland, the FUNOC project of Belgium, the Swedish experiment in Landskrona, the Silkeborg project of Denmark, the Pastorate for Social Affairs project in the Federal Republic of Germany, and the Idee Vosges project in France. Each experiment is described in terms of context, objectives, activities, organization, and results. The commentary, which concludes each report, highlights significant features of the experiment, including achievements, potentialities, and limitations. (YLB)

Miranda, Lourdes; And Others
Be Your Own Boss (BYOB). Curriculum and Teacher's Implementation Guidelines.
Association for Cross-Cultural Education and Social Studies, Inc., Washington, D.C.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 203p.
GRANT- G008302949
AVAILABLE FROM- ACCESS, Inc., 818 18th Street, NW, Suite 1020, Washington, DC 20006 ($35.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Education; Career Awareness; *Career Education; *Career Planning; Course Content; Course Descriptions; Curriculum Guides; *Decision Making; Educational Games; *Entrepreneurship; Goal Orientation; *Job Skills; Learning Activities; Lesson Plans; Pretests Posttests; *Role Models; Secondary Education; Sex Fairness; Small Businesses

This package of materials contains a curriculum to provide young men and women with the necessary information to identify entrepreneurship as a career option. Another purpose is to overcome stereotypic attitudes about the equitable participation of women in the workplace. The curriculum is organized into five modules of one or two lessons each for a total of eight lessons. Each module is presented with a summary, suggested approach, goals, instructional objectives, and a conceptual overview. Detailed lesson plans for each day contain a summary of activities, implementation guidelines by classroom activity (including purpose, process, and procedure), and a summary of materials needed. For each lesson, other materials required are also provided, including pretest with answer key, activity answer keys, worksheet answer keys, posttest with answer key, and student handouts (worksheets, information sheets, activity sheets, exercises, glossaries, and examples). Module topics are orientation to entrepreneurship, a decision-making strategy, business operations and four kinds of ventures, successful models in entrepreneurship, and the game of Ventures. Appendixes include computer games for expanding the curriculum and an extensive bibliography. (YLB)

ED 264 455 CG 018 683

Criminal Justice Profile--Statewide, 1984. Supplement to "Crime and Delinquency in California."

California State Dept. of Justice, Sacramento. Bureau of Criminal Statistics and Special Services.

PUB DATE- 84
NOTE- 229p.; For a related document, see CG 018 682.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Crime; Criminals; *Delinquency; Justice; *Law Enforcement; Police; Probationary Period; Sentencing; *State Surveys; *Statistical Data; *Trend Analysis
IDENTIFIERS- *California

This California annual Criminal Justice Statewide Profile presents data which supplements the Bureau of Criminal Statistics' (BCS) annual Crime and Delinquency publication. This monograph summarizes and combines data pertaining to California's justice system. The profile consists of two sections. The first section consists of 12 tables displaying annual criminal justice data for 1975 through 1984. Trend data reported to the BCS by state and local agencies have been summarized for each year. Tables are provided on crimes, arrests, processes, personnel, expenditures, and correctional actions. The second section contains 40 reference tables displaying data for 1984. The individual reference tables in this section cover data for 1984 of crimes reported, adult and juvenile arrests, prosecution, and adult and juvenile probation. Other tables examine arrests and dispositions by age, sex, and race or ethnic group. A criminal justice glossary is also included. (ABB)

ED 264 470 CG 018 698

Boyll, Jeffery R.
The Effects of Active Exercise versus Passive Electronic Muscle Stimulation on Self-Concept, Anxiety, and Depression.

PUB DATE- 85
NOTE- 14p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1985). Paper based on an Ed.D. dissertation, Northern Arizona University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; College Students; *Depression (Psychology); *Exercise; Higher Education; Physical Activity Level; *Self Concept
IDENTIFIERS- *Electronic Muscle Stimulation

Although positive physiological and psychological changes may occur as a result of exercise, many people do not exercise regularly. Either different methods to ensure exercise adherence must be examined or new ways of acquiring the desired changes must be found. The effectiveness of one alternative method, electronic muscle stimulation, was examined in a group of college students. Three groups, each consisting of seven males and seven females comprised the Exercise, Electrostim, and Control groups. Subjects (N=42), all of whom reported being minimally physically active, completed pre-tests measuring self-concept, anxiety, and depression. The exercise group received a combined aerobic, anaerobic workout for 50 minutes twice a week, the electrostim group received treatments for 50 minutes twice a week, while the control group received no treatments. All subjects were post-tested using the identical measures at the end of 6 weeks. Analysis of variance of gain scores revealed a significant improvement for subjects in both the exercise and electrostim groups in self-concept (p.<.01) and anxiety (p.<.05) but not in depression. There were no differences found between males and females and neither the exercise nor electrostim programs were significantly better than the other at bringing about this change. It is concluded that either program is a viable approach to reducing anxiety and improving self-concept, with the traditional active exercise program considered the more practical approach. (NRB)

ED 264 557 CS 209 337

Cherry, Dianne Lynne

Foreign News in Africa's Anglophone Press: The Effects of the Debate for a New World Information Order.

PUB DATE- May 85
NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Content Analysis; *Developing Nations; Influences; Information Dissemination; *Journalism; *Newspapers; *News Reporting; *Press Opinion
IDENTIFIERS- Africa; *News Sources; *News Topics; New World Information Order

Four Anglophone African newspapers were analyzed to determine whether their presentation of major foreign news was affected by the "New World Information Order" debate: the Western view that media should be free to challenge governments if necessary versus the Third World perspective that the press should be part of an integrated system of nation-building interests. The study analyzed any article that presented a news story from outside the country where the newspaper was printed. Analysis focused on the extent to which Third World news sources, geographic origins, and main topics were used for these items. The results did not demonstrate an interest in "alternative" news sources for Third World news. Neither was there evidence to support the position that Third World journalists demonstrate an interest in non-Western news. Finally, results indicated that similar definitions of "news" exist in the West and the Third World, and that, despite the rhetoric, Third World communicators viewed their press in ways similar to their Western colleagues. (HOD)

ED 264 572 CS 209 455

Wells, Gordon
The Meaning Makers: Children Learning Language and Using Language to Learn. First Edition.

REPORT NO.- ISBN-0-435-08247-7
PUB DATE- 86
NOTE- 235p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50 paper). An audio cassette (ISBN-0-435-08253-1) containing some of the longer extracts quoted in the book, can be purchased from the publisher).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Child Development; *Child Language; Classroom Communication; Classroom Environment; *Developmental Stages; Discovery Processes; Educational Environment; Elementary Education; Family Environment; *Language Acquisition; Language Processing; Language Proficiency; *Language Research; Language Skills; Language Usage; *Learning Processes; Learning Strategies; Learning Theories; Literacy; Preschool Education; Speech Communication; Teacher Role; Teaching Methods; Theory Practice Relationship; Verbal Ability; Verbal Learning

Based on a longitudinal study of language development, this book charts the language development of 32 British children from shortly after their first birthdays to the end of their elementary education, and explores a number of questions related to this development. Chapter 1 describes the children and their families, chapter 2 discusses the pattern of development in learning to talk, and chapter 3 focuses on the construction of language in learning to talk. Chapter 4 deals with talking to learn (purposeful, goal-directed conversation), while chapter 5 compares children's language experiences at home with those at school, and chapter 6 deals with helping children make knowledge their own, through approaching a collaborative style of learning and teaching. Chapter 7 examines the differences between children in language and in learning, chapter 8 discusses the centrality of literacy and considers the strong relationship between knowledge of literacy at age 5 and all later assessments of school achievement, chapter 9 summarizes the children's achievements at age 10, and chapter 10 discusses the importance of stories in the study. The final chapter deals with relating practice to theory. (EL)

ED 264 602 CS 209 573

Svobodny, Dolly, Ed.; Born, Warren, Ed.

Early American Spellers, 1775-1900. A Catalog of the Titles Held by the Educational Research Library.

Alvina Treut Burrows Inst., Manhasset, NY.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 44p.; For a companion volume, "Early American Textbooks," see CS 209 572. Printed on colored paper.
CONTRACT- NIE-N-79-0591
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational History; Educational Philosophy; Elementary Secondary Education; Information Sources; Library Catalogs; *Spelling Instruction; Teaching Methods; *Textbooks; *United States History
IDENTIFIERS- Early American Textbook Collection; Educational Research Library DC

Intended as a resource for use in the study of early developments in education in the United States, this catalog, prepared by the Educational Research Library of the U.S. Department of Education's Office of Educational Research and Improvement, contains bibliographic descriptions and brief annotations for 231 spellers published between 1775 and 1900. The descriptions are arranged alphabetically by title. In addition, the catalog contains an introductory essay that examines historical trends in spelling instruction in the United states, including: (1) the role of British spellers during the Colonial period; (2) the contributions of Noah Webster in the development of textbooks and spellers; (3) the growth in popularity of American spellers in the nineteenth century; (4) the influence of educational methods on spellers; and (5) the declining role of spelling in the expanding curriculum of the late nineteenth century. (FL)

ED 264 659 EA 018 263

Directory of Public School Systems in the U.S. Eleventh Edition.
Association for School, College, and University Staffing, Madison, Wis.
PUB DATE- 85
NOTE- 279p.

AVAILABLE FROM- Publication Sales, Association for School, College, and University Staffing, Box 4411, Madison, WI 53711 ($50.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Geographic Regions; Personnel Needs; *Public Schools; Recruitment; *School Districts
IDENTIFIERS- ASCUS

This annual directory provides a service for prospective educators seeking professional career opportunities. It identifies employing officials in approximately 15,000 public school systems throughout the United States. After an introductory section listing the officers and stating the purpose of the sponsoring agency--the Association for School, College, and University Staffing (ASCUS)--an alphabetized list of state certification offices is provided, along with a key to coded information for type and size of school district. Thereafter, the school districts are listed alphabetically by state, with four columns of addresses per page, listed alphabetically by city within each state. (TE)

ED 264 675 EC 181 324

Hollingshead, Maybelle C.
Needs Assessment of Low Incidence Handicapped Children in the Oklahoma City Metro Area.
SPONS. AGENCY- Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.
PUB DATE- Aug 85
NOTE- 98p.; The document was prepared by the Oklahoma City Directors of Special Services.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Cooperation; *Cost Effectiveness; *Delivery Systems; Elementary Secondary Education; *Hearing Impairments; *Multiple Disabilities; *Needs Assessment; *Program Development; Severe Disabilities

A general service delivery needs assessment was conducted in the Oklahoma City metropolitan area to determine a need for a cooperative inter-district delivery system for low incidence handicapped students. Secondary hearing impaired students were the primary focus of the study. Data obtained via needs assessment questionnaires from 20 school districts indicated that 939 of 132,374 students, or .71% were handicapped in the following low incidence categories (numbers and percentages): severely emotionally disturbed, 377 or 40%; multi-handicapped, 289 or 31%; hearing impaired, 207 or 22%; visually handicapped, 61 or 6%; and deaf/blind, 5 or 1%. The majority of the secondary hearing impaired students may be characterized as: being white males; having speech impairments; manifesting severe and profound hearing losses; receiving instruction at intermediate and junior high levels; and using hearing aids. About one-quarter were receiving no instructional support services. Cost differentials for hearing impaired students between smaller and larger districts was demonstrated by the following figures: actual per pupil cost ranged from $6935 to $3817; average cost moved from $7500 to $4500; a smaller district's cost was 1.81 times the cost encumbered by a larger district; and the middle size districts' cost was 1.30 times that encumbered by the large districts. An inter-agency cooperative is recommended which could reduce costs and increase academic acheivement via greater utilization of instructional equipment, and support services such as tutors, interpreters, and audiological and speech pathology services. A similar study giving increased focus to the other low incidence handicapping areas is also recommended. (Author/CL)

ED 264 691 EC 181 340

Cooperative Agreement between the Department of Education and the Department of Human Resources for Special Education and Related Services.

Georgia State Board of Education, Atlanta.; Georgia State Dept. of Human Resources, Atlanta.

PUB DATE- Aug 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Agency Cooperation; *Disabilities; Elementary Secondary Education; *State Agencies; State Boards of Education; State Programs
IDENTIFIERS- *Georgia

The paper spells out the background and the specific aspects of an interagency agreement for serving handicapped students in Georgia. A letter from the Governor introduces the agreement and reviews some of its history. A memo follows from the State Superintendent of Schools. The interagency agreement (between the Department of Education and the Department of Human Resources) consists of four major sections: (1) a general section including definitions of such terms as handicapped children, individualized program plan, individualized service plan, and individualized work rehabilitation plan; (2) listings of each agency's responsibilities regarding eligibility, determination of services, and provision of services at placement; (3) review of general and specific procedures (including those for hospitalization and vocational rehabilitation); and (4) miscellaneous information on such topics as release of records, cooperative staff development, and statewide data sharing. (CL)

ED 264 766 HE 018 939

Carroll, J. Gregory; Goldberg, Stella R.
Igniting the Vital Spark: A Process of Peer Review and Consultation in Postsecondary Instruction.

PUB DATE- 1 Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Instruction; *Consultation Programs; *Faculty Evaluation; Higher Education; *Instructional Improvement; *Peer Evaluation; Program Evaluation; *Teacher Attitudes; Teacher Effectiveness

A consultation method for analyzing and improving college instruction is described, along with views about the program by 10 faculty participants. The method employs two consultants and is based solely on individual consultation, teaching observations, and detailed critique. An initial meeting with the instructor addresses the individual's teaching responsibilities, strengths, weaknesses, and concerns. In addition to classroom observation, course materials may be reviewed, along with results of previous course evaluations by students. During the consultation process, articles, books, or videotapes may be recommended to the teacher. The participating faculty who evaluated the program represented a range of backgrounds, disciplines, and levels of teaching skills. They consistently rated the program highly and recommended that it be made available more widely and more often. The cost of the consultations was relatively low, and participants gained important insights and teaching skills. It is suggested that the consultation model has great potential as a cost-effective technique for instructional improvement at the college and departmental level. It appeals to a wide range of faculty and engages them in an active, collegial process of professional renewal. Guidelines for providing a teaching critique are included. (Author/SW)

ED 264 369 CE 042 417

Wangberg, Elaine G.; And Others
Adult Literacy Project: Development, Evaluation and Dissemination of Interactive Microcomputer Software. Final Report.
New Orleans Univ., La.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.
PUB DATE- 31 Jul 85
NOTE- 63p.; For a related document, see EJ 320 929.
GRANT- ABE-7-85
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Computer Assisted Instruction; *Courseware; Information Dissemination; Instructional Material Evaluation; Interaction; *Language Experience Approach; *Literacy Education; Material Development; Microcomputers; *Online Systems
IDENTIFIERS- 310 Project

The Language Experience Approach (LEAP), a literacy education method based on the premise that reading is a by-product of the student's thinking and oral expression, was used as the basis of two series of interactive microcomputer lessons designed to improve adult reading and writing skills. In the three years following the creation of the software, called LEAP I and LEAP II, four pilot studies of the courseware indicated that students using the materials gained from several months to one year in reading ability. In 1984-1985, a project was undertaken to develop, evaluate, and disseminate the LEAP materials. The following were among the major accomplishments of the evaluation and dissemination project: administration of pre- and posttests to evaluate the reading and writing skills of scientifically selected experimental and control groups; refinement of the LEAP I software to make it more automatic and to make the individual portions of the lessons more accessible to adult basic education (ABE) students and teachers; dissemination of the materials and provision of training in their use to a wider range of ABE teachers; establishment of a walk-in computer center for development of adult literacy in the College of Education at the University of New Orleans; and dissemination of the LEAP I and II software to agencies and professional organizations. (The appendix contains the following papers: "A Microcomputer Approach to Developing Functional Literacy among Adolescents and Adults," "Evaluating an Interactive, Language Experience Based Microcomputer Approach to Reduce Adult Illiteracy," and "Developing a Basic Holistic Writing Scale to Improve the Writing of Remedial Adolescents." (MN)

ED 264 383 CE 043 001

Klugerman, Phyllis B., Ed.; Toye, Bernadette, Ed.
Curriculum Guides: Programming for the Adult Mentally Handicapped Learner.
East Brunswick Board of Education, N.J.

PUB DATE- Nov 83
NOTE- 202p.; For the other two documents in this series, see ED 194 772 and ED 208 132.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Adult Programs; Adult Students; Art Activities; *Basic Skills; Hygiene; Interpersonal Competence; Lesson Plans; Maintenance; *Mental Retardation; *Office Occupations Education; Postsecondary Education; Recreational Activities; Repair; Self Care Skills; *Special Education; *Trade and Industrial Education; Woodworking

This volume includes a series of curricula designed specifically for adult mentally handicapped learners. Addressed in the individual curricula are the following topics: basic skills; bicycle maintenance and repair; manual wheelchair maintenance and repair; personal awareness; social, recreational, and art activity groups; woodworking; and work-oriented office practices. Each unit contains a set of lesson plans that include behavioral objectives, activities, lists of necessary materials and equipment, evaluation criteria, suggested reinforcement activities, and a practical application; a bibliography; and one or more appendixes containing such items as tests, check sheets, student handouts, and supplementary instructional materials. (MN)

ED 264 398 CE 043 062

Gregory, Margaret R.; Benson, Robert T.
V-TECS Guide for Cosmetology (Cosmetologists).
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 85
NOTE- 281p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Behavioral Objectives; *Business Administration; Competency Based Education; *Cosmetology; Definitions; Job Skills; Learning Activities; Lesson Plans; Safety; Secondary Education; *Service Occupations; *Small Businesses; Teacher Developed Materials; *Vocational Education
IDENTIFIERS- *Beauty Shop Managers

This curriculum guide is intended to train trade and industrial education students in the hands-on aspects of the occupation of cosmetologist. Included in the guide are course outlines that address the following topics: following safety and sanitation procedures in managing a salon; shampooing, conditioning, cutting, and styling hair; permanent waving and relaxing (straightening) hair; bleaching and coloring hair; caring for skin, hands, and feet; performing wig services; serving as a receptionist; managing a salon; and performing accounting functions. Each course outline contains some or all of the following: a duty; a task statement; a performance objective and performance guide; suggested learning activities; a list of recommended resources; student evaluation criteria, including answers to any evaluation questions or exercises provided; a lesson test; test answers; and attachments (including handouts, forms, and transparency masters). Appendixes to the guide include definitions of terms, a tool and equipment list, a bibliography, a duty and task list, and written evaluation questions and answers. (MN)

ED 264 499 CG 018 727

An Evaluation Handbook for Health Education Programs in Smoking.
IOX Assessment Associates, Culver City, CA.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
REPORT NO.- HHS/CDC/CHPE-84-0224
PUB DATE- Sep 83
NOTE- 337p.
CONTRACT- 200-81-0622
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - General (130) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Methods; *Health Education; Health Programs; *Smoking; Special Health Problems

This handbook provides a resource of assessment tools for systematic evaluation of health education programs in the field of smoking. Key fundamentals of systematic evaluation as applied to health education programs are reviewed. Explanations of the handbook's measures, their relationships, rationale, and procedures are given. Included are guidelines for using the measures with practical suggestions for their selection, administration, and scoring. The behavior, knowledge, skill, and affective outcomes upon which the handbook is based are discussed. Newly developed measures not yet verified, with their test specifications, as well as existing measures are given. A nine page annotated bibliography on evaluation methods is included. Handbook measures are indexed. (ABL)

ED 264 528 CS 008 222

Chapman, L. John
Reading Development and Cohesion.
REPORT NO.- ISBN-0-435-10161-7
PUB DATE- 83
NOTE- 147p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($9.00, paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cloze Procedure; *Cohesion (Written Composition); Content Area Reading; Elementary Secondary Education; Linguistics; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Processes; *Reading Research; Reading Skills; *Reading Strategies; *Teaching Methods
IDENTIFIERS- *Cohesion Comprehension
The purpose of this book is to show how teaching reading involves all teachers. The book first explains how decades of change in Britain have affected school organization, knowledge, teacher education, and the concept of reading. Chapter 2 examines an expanded concept of reading, while chapter 3 explores language development and reading, including factors concerning language ability that are implicit, not taught. Chapter 4 describes how linguistic mechanisms appear to work and the main elements of the reference system of cohesive ties, chapter 5 discusses the cohesive effects of substitution and ellipsis, and chapter 6 shows how conjunctions function in a different way from previously discussed types of cohesion. Chapter 7 examines the concept of lexical cohesion and its two forms, reiteration and collocation, and chapter 8 discusses the history of research and application involving the cloze procedure. The final chapter extends and synthesizes the main ideas from the preceding chapters into statements for teachers about reading. Tables of findings and illustrations are included. Appendixes contain material on sentence links, an example from experimental materials on pronouns, and a summary table of conjunctive relations. (EL)

ED 264 618 CS 505 128

Kline, John A.
Communication Theory and Research in Air Force Education and Training.
PUB DATE- Nov 85
NOTE- 5p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication (Thought Transfer); *Communication Skills; *Course Organization; Leadership Training; *Military Schools; *Military Training; *Professional Continuing Education; *Speech Communication
IDENTIFIERS- *Air Force

The United States Air Force is unique among the armed services in placing all its professional military education (PME) and professional continuing education (PCE) under a single command. Furthermore, most of the schools and courses are in the same geographical location at the Maxwell/Gunter complex in Montgomery, Alabama. There are basic differences among the services in their education programs, but all of the services put a value on good communication skills for officer, enlisted, and civilian personnel. For the Air Force, the emphasis on communication skills is especially evident in PME. For enlisted personnel, the program is four-tiered: at the Noncommissioned Officer (NCO) Preparatory Course, 35 of the 60 hours focus on leadership, management, and communication skills; 25 hours out of the 143-hour course at the NCO Leadership School curriculum focus directly on communication skills; 33 hours out of a 216-hour course at the NCO Academies are spent in communication skills; and at the Senior NCO Academy, 39 of the 320 total hours in the course are devoted exclusively to communication skills. Similar dedication to communication skills is given in the three-tiered approach used for officers. The military believes that the ability to communicate effectively is so important that no one ever gets past the place in life where there is no need to sharpen these skills. (HOD)

Woal, Michael
Program Interests of NPR Subaudiences.
PUB DATE- Jun 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Houston, TX, April 3-7, 1986). Funding provided by a grant from the James Madison University Program of Grants for Faculty Research.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Comparative Analysis; *Listening Habits; *Media Research; *Programing (Broadcast); *Radio
IDENTIFIERS- *National Public Radio

A study was conducted to assess the dimensions of a National Public Radio (NPR) audience's interests in programing, and how these interests define subaudience groups. Telephone surveys were conducted with 276 persons who were over 18 years of age and who usually listened to the local university operated NPR station at least one day per week. The results of a cluster analysis reflect the premise and programing strategy of NPR broadcasting: that NPR's mission is to serve a number of different minority tastes by offering block programing. For example, the subjects' local station plays blocks of classical music in the morning and early evening, bluegrass in the afternoon and jazz at night. Correspondingly, as the distinctive clusters suggest, an NPR audience is much more heterogeneous than that of a commercial outlet which continuously offers a specific format. The public radio schedule attracts an audience of subgroups whose allegiance to the station is partial, confined largely to interest in and support of a particular type of programing which is available only some of the time. In contrast to commercial radio listeners, NPR listeners' satisfaction with and loyalty to their stations are undercut, or at least discouraged, by the philosophy and tactics of public radio broadcasting. While this is no disparagement of NPR's unique alternative service, it is surely a factor in public radio's small audience shares and perennial difficulties in securing direct listener support. (HTH)

ED 264 708 EC 181 357

A Parent's Guide to Special Education in Missouri.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.; Missouri Univ., Columbia. Extension Div.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.

PUB DATE- Jul 83

NOTE- 44p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Definitions; Delivery Systems; *Disabilities; Due Process; Elementary Secondary Education; Individualized Education Programs; Parent Materials; *Parent Role; *Parent School Relationship; *Special Education; Student Evaluation

IDENTIFIERS- *Missouri

To help parents of children in Missouri with suspected handicapping conditions, the booklet provides information and practical suggestions about parental rights and responsibilities. A section on handicapping conditions reviews federal and state definitions of disabilities and describes common characteristics. Parents' role in evaluation is discussed, followed by a summary of the components, development, and implementation of the Individualized Education Program required for each handicapped child. A section on special service delivery touches upon a range of services from the regular education program to state operated schools. Due process considerations conclude the booklet, which includes in its appendixes sample recordkeeping forms, a parent participation checklist, and a list of helping organizations in Missouri. (CL)

ED 264 723 FL 015 377

Freedman, Aviva
The Carleton University Writing Tutorial Service.
PUB DATE- 84
NOTE- 25p.; In: Carleton Papers in Applied Language Studies, Volume I (FL 015 370).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Applied Linguistics; Educational Strategies; Foreign Countries; Graduate Students; Higher Education; *Peer Teaching; *Prewriting; Program Effectiveness; Student Attitudes; Teaching Methods; *Tutorial Programs; *Writing (Composition); *Writing Difficulties
IDENTIFIERS- Carleton University ON

Carleton University's writing tutorial service is staffed by trained graduate students and provides free individual instruction for students having problems writing academic English. The students submit writing samples before the first session at which both student and tutor map out a strategy for improvement. Analysis of the tutors' perceptions of student writing problems indicates not grammatical difficulties but prewriting and organizational problems that are closely related to the subject matter and to the increased upper-level academic demands made on the students. The tutorial program focuses on the earliest stage of the writing process, prewriting, and the student's own subject matter and assignments. The primary technique used is that of questioning the student and then encouraging him or her to play with ideas and learn the creative power of language. The tutors, who are trained and have regular staff meetings to review techniques, have been found to benefit as much as the students from the experience. Increases in student participation in the program are seen as a measure of its effectiveness. (MSE)

ED 264 753 HE 018 926

Quality Control Study of the GSL Reinsurance System. Final Report.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 16 Sep 83
NOTE- 246p.; For related documents, see HE 018 927-928.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Change Strategies; Check Lists; Data Processing; *Error Patterns; Evaluation Criteria; *Federal Programs; Flow Charts; Higher Education; *Loan Repayment; Needs Assessment; Problem Solving; *Program Administration; Program Evaluation; *Quality Control; Recordkeeping; Records (Forms); Reports; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program

A quality control plan for the U.S. Department of Education's Guaranteed Student Loan (GSL) reinsurance process was developed. To identify existing errors, systems documentation and past analyses of the reinsurance system were analyzed, and interviews were conducted. Corrective actions were proposed, and a quality control checklist was developed to monitor adherence to written operating procedures. A functional analysis of the reinsurance system was also undertaken to provide a detailed assessment of the organizational setting. One product of the functional analysis was a detailed description of the ument flows and the organizational interactions within the reinsurance process. Problems that were identified dealt primarily with: claims and collections units of the Division of Program Operations, data processing, and the Office of Financial Management Services. Each corrective action was assessed against evaluation criteria, including: cost, technological sophistication, and processing efficiency. In addition to identifying current problems and proposed corrective actions, the current system is outlined using flowcharts and explanations. Also provided are information on procedures, user instructions, and summary tables for conducting a quality control check on manual system functions. Claims and accounting forms are included. (SW)

ED 264 413 CE 043 125

Hatch, Duane
Herbs Indoors. Container Gardening.
Collaboration for Connecticut's Children, Hartford.
PUB DATE- 85
NOTE- 18p.; Cambodian translation by Savrin Eng.
LANGUAGE- English; Vietnamese; Cambodian
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Basic Education; Adult Vocational Education; *Agricultural Education; Bilingual Instructional Materials; Cambodian; *Horticulture; *Plant Growth; *Refugees; Vietnamese
IDENTIFIERS- *Gardening

This package consists of two bilingual instructional booklets for use in helping Indochinese refugees learn basic gardening skills. Included in the package are Cambodian, Vietnamese, and English translations of instructions for raising herbs indoors and Cambodian and English translations of guidelines for container gardening. The herb booklet outlines transplanting techniques and describes a suggested planting mix. Discussed in the booklet on container gardening are such topics as containers, a container mix, vegetable varieties, timing, light requirements, succession planting, transplants, container preparation, fertilizers, mulches, cultivation and weeding, wind protection, fruit crops, herbs and seasonings, and pest control. (MN)

ED 264 456 CG 018 684

Foley, Daniel P.

Coping Attitudes toward Personal Suffering among Retirees.

PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Attribution Theory; *Coping; Locus of Control; *Older Adults; *Religious Factors; Retirement; *Sex Differences
IDENTIFIERS- *Pain

Although some researchers have distinguished the concepts of pain and suffering and despite the recent rise of many centers for pain management in the United States, medical educators and practitioners have given little attention to the topic of suffering. In the studies which have been conducted, patients differed in styles of coping with and interpreting the pain experience. A review of the literature identified 11 attitudes and corresponding subscales which could be used to investigate attitudinal differences between men and women and between lay and religious people among retirees. A 99-item questionnaire was administered to 80 retirees (mean age=73.4): 20 lay men, 20 lay women, 20 religious men, and 20 religious women. The results indicated that lay people tended to have stronger attitudes than religious people and men seemed to have stronger attitudes than women, Tukey's studentized range test revealed that the lay group had a stronger bad-luck attitude, a stronger defensive attitude, and a weaker redemptive attitude than did the religious group. It also showed that men had a stronger laws-of-nature attitude than did women. The results suggest that individuals draw upon a variety of attitudes when faced with an interpretation of pain. (TW)

ED 264 485 CG 018 713

Brody, Elaine M.; Schoonover, Claire B.
Patterns of Parent-Care When Adult Daughters Work and When They Do Not.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- Nov 85
NOTE- 41p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
GRANT- NIMH-35252
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Daughters; *Employed Women; Family Role; Females; *Helping Relationship; *Older Adults; *Parent Child Relationship
IDENTIFIERS- *Adult Children; Caregiver Role; *Caregivers

Middle-aged women have traditionally been the main care providers for their elderly relatives. As the percentage of these women who are employed increases and family size decreases, this support for the elderly may decline. To examine the impact of women's work on their parent care activities, the following three members of each of 150 families were interviewed: (1) the elderly widowed mother who needed support; (2) her caregiving married daughter; and (3) the daughter's husband. The interviews measured the number of hours of help per week given to the elderly mothers by each of seven types of potential informal and formal providers. The sample was divided into working daughter and non-working daughter groups. The results indicated that both groups provided equal amounts of help with housework, telephoning, managing money, arranging services, shopping, transportation, and emotional support. Working daughters provided fewer hours of help with personal care and meal preparation. When daughters worked, other family members and paid helpers offset the fewer hours of service provided by daughters. Almost all help was provided by family or paid for privately, with few of the elderly receiving any subsidized help. References and data tables are appended. (ABL)

ED 264 514 CG 018 742

Heinemann, Allen W.; And Others
Coping after Mastectomy: Antecedents and Outcomes.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Amputations; Cancer; *Coping; *Emotional Adjustment; *Females; Rehabilitation; Self Help Programs; *Social Support Groups; Stress Variables
IDENTIFIERS- *Mastectomy

Psychological well-being following mastectomy is a concern of rehabilitation psychologists as the life expectancy of women treated for breast cancer is increasing. Well-being can be threatened by stress that these women may suffer from the diagnosis of cancer and amputation of a significant body part. A study was conducted to examine the hypothesis that enhanced adjustment would be associated with particular demographic characteristics, the availability of emotional and physical support, and specific coping processes. Participants (N=55), selected from mastectomy self-help groups, were cancer-free for at least one year. A biological questionnaire, the General Well-Being Schedule, Ways of Coping Checklist, and Acceptance of Disability Scale were used as assessment tools. Women who had had more recent mastectomies reported more emotional support. The coping process of wishful thinking predicted poorer well-being and less disability acceptance. Seeking social support predicted poorer well-being. Wishful thinking and seeking social support were used more by younger women. Length of time since the mastectomy was found to be important both in psychological and physical healing, while the availability of emotional support was the strongest predictor of well-being. Marital status, length of marriage, and income were not predictive of any outcome. (ABL)

ED 264 543 CS 008 246

Shirley, Fehl Lorayne

Directions and Reading Activities for the Students of Today and Tomorrow.

PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Cognitive Processes; Computer Assisted Instruction; Critical Reading; Elementary Secondary Education; Futures (of Society); *Learning Activities; Learning Processes; *Reading Improvement; *Reading Instruction; Self Esteem; Student Needs; Teacher Effectiveness; *Teacher Role; *Technological Advancement

The goal of education in general and of reading instruction in particular is to prepare students for the future. The psychological, social, and economic changes brought about by technological advancements require reading teachers to make a number of changes and adjustments in their classrooms. To prepare students for a world shaped by technology, teachers need to (1) teach students how to think and how to acquire and organize information, (2) help students adjust to change and diversity, (3) foster an anticipatory attitude in students for considering the long-range consequences of alternative solutions to problems, (4) internationalize the curriculum by providing opportunities for students to enlarge their global understandings through cooperative endeavors, and (5) foster in students positive feelings of self-worth and competency so that they can cope with the uncertainties of the future. (FL)

ED 264 558 CS 209 414

Ricci, Marie N.
Writing across the Curriculum: Strategies for Social Studies.

PUB DATE- 29 Mar 85
NOTE- 48p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985). A number of pages in appendix may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Content Area Writing; Cooperation; Grade 8; Junior High Schools; Literature Appreciation; *Social Studies; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Collaborative Teaching; *Journal Writing

Focusing on writing as a way of learning subject matter, this paper describes two writing activities in an eighth grade social studies curriculum. First, the paper describes the use of the writing journal--its purposes, advantages, and format--and classroom activities in which students responded to such works as "Lord of the Flies" and "Animal Farm." Next, the paper discusses the collaboration between social studies and English classes, in which students read "David Copperfield," studied the age of industrialization (in Great Britain and the United States), and--through discussion and writing--learned about the relevant political and social issues. Appendixes contain guidelines, objectives, and student writing samples. (EL)

ED 264 588 CS 209 500

Monson, Dianne L., Ed.
Adventuring with Books: A Booklist for Pre-K--Grade 6. New Edition.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-0076-7
PUB DATE- 85
NOTE- 408p.; Prepared by the Committee on the Elementary School Booklist of the National Council of Teachers of English.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 00767, $7.50 member, $9.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Art; Athletics; Biographies; *Books; *Childrens Literature; Elementary Education; Fantasy; Fiction; Nonfiction; Poetry; Preschool Education; *Reading Materials; Recreational Reading; Sciences; Social Studies
IDENTIFIERS- Historical Fiction

Intended to provide teachers with a list of recently published books recommended for children, this annotated booklist cites titles of children's trade books selected for their literary and artistic quality. The annotations in the booklist include a critical statement about each book as well as a brief description of the content, and--where appropriate--information about quality and composition of illustrations is also given. The 1,700 titles and annotations are divided into the following categories: (1) books for young children, (2) traditional literature, (3) modern fantasy, (4) historical fiction, (5) contemporary realistic fiction, (6) poetry, (7) language, (8) social studies, (9) biography, (10) sciences, (11) fine arts, (12) crafts and hobbies, (13) sports and games, (14) holidays, and (15) professional books. A directory of publishers, and author and title indexes are included. (HTH)

ED 264 646 EA 018 050

Langan, A. Bud; And Others
Collective Bargaining in the Public Schools of Washington State ESD 105: A Database and Process.
JPL Associates, Yakima, WA.
PUB DATE- 85
NOTE- 122p.
AVAILABLE FROM- Publication Sales, JPL Associates, 211 North 32nd Avenue, Yakima, WA 98902 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Boards of Education; Check Lists; *Collective Bargaining; *Contracts; Educational History; Elementary Secondary Education; Labor Relations; Management Teams; Models; Principals; State Legislation; Superintendents; Teacher Strikes
IDENTIFIERS- Contract Item Analysis; Education Service District 105 WA; *Washington

This document proposes a model for the administrative involvement necessary to the negotiation of effective labor contracts in the schools. A historical analysis of laws, statutes, and significant court cases provides insight into the present scope, complexity, and limitations of collective bargaining in the schools of Washington State. Trends in the roles of school boards, superintendents, and principals in the collective bargaining process are also reviewed. The document's second chapter compares provisions of negotiated contracts currently in use in the 25 school districts of Washington's Educational Service District 105. Contract items reviewed cover personnel policies, working conditions, and negotiations agreements. The third chapter explains and illustrates the use of the Contract Item Analysis process, which provides first-line administrators a voice concerning contract provisions. The process model for administrative teams to follow when planning and conducting negotiations is presented in the fourth chapter. Steps in the process include selecting and orienting team members, collecting and assessing proposals, synthesizing the proposals, reviewing the synthesis, testing the revised synthesis, planning for contingencies, negotiating, preparing for implementation, and implementing the contract. The fifth and final chapter considers contingency planning for strikes and provides a checklist for gathering the information needed for strike planning. References, tables, figures, and a nine-page glossary are included. (PGD)

ED 264 692 EC 181 341

Designing and Implementing a Program for Children with Handicapping Conditions: Birth to Five.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

REPORT NO.- NYSED-85-6851
PUB DATE- Sep 85
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; *Disabilities; *Early Childhood Education; Eligibility; Handicap Identification; Individualized Education Programs; Infants; Models; *Preschool Education; *Program Development; Referral; Screening Tests; Student Evaluation

The publication is intended to help those wishing to establish educational programs for handicapped preschoolers. Nine topic areas are addressed: (1) assessing local service needs; (2) identifying available funding sources; (3) choosing a program site; (4) locating and accessing referral services (suggested strategies for generating referrals); (5) conducting screening and assessment to determine program eligibility (available screening instruments); (6) developing an Individualized Education Program (IEP) (present levels of performance, annual goals, short-term objectives, IEP reviews); (7) designing the program (program models, staffing, scheduling considerations, curriculum development and implementation); (8) establishing effective home-school partnerships; and (9) considering additional factors (health and safety requirements, transportation arrangements, confidentiality of records, staff development). Among six appendixes are a list of screening and assessment instruments. (CL)

ED 264 739 FL 015 437

Giauque, Gerald S.
The First Days of Class.
PUB DATE- Oct 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques; Language Teachers; *Second Language Instruction; Student Attitudes; *Student Participation; Teaching Models

Good language teachers do not frighten students away by overwhelming them with the target language, but take pains to create student confidence in their ability to speak the language, beginning in the first class period. They present the language in such a way that students can interact with it immediately. This may mean that teachers must talk more slowly than they would prefer, use cognates, and employ constructions reflecting a slightly Americanized syntax of the target language. Teachers might also try techniques such as kinesics, some written instructions (in English when necessary), and a list of useful expressions. Students with difficulty in pronunciation can be assisted by writing out their pronunciation questions, and the answers they derive, in the target language. If teachers put the language at the students' disposal immediately, student motivation, and even enrollments, may improve dramatically. (MSE)

ED 264 429 CE 043 151

The 14 Pilot Experiments. Volume III. Netherlands, United Kingdom, Turkey, Norway. The CDCC's Project No. 9: "Adult Education and Community Development."

Council for Cultural Cooperation, Strasbourg (France).

REPORT NO.- ISBN-92-871-0812-9

PUB DATE- 85

NOTE- 106p.; For related documents, see CE 042 147-150. Product of Co-operative Monitoring Group No. 3: "Evolution of the Social and Cultural Roles of Women and Men."

AVAILABLE FROM- Manhattan Publishing Company, 80 Brook Street, P.O. Box 650, Croton, NY 10529 ($14.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Education; *Community Development; Community Organizations; *Developed Nations; Females; Foreign Countries; Males; Program Descriptions; Program Development; *Sex Role

IDENTIFIERS- Netherlands; Norway; Turkey; United Kingdom

This volume, the third in a series of three, contains the reports of four European experiments that were part of a process of cooperative monitoring of a project on adult education and community development. The theme of these experiments is "evolution of the social and cultural roles of women and men." The four experiments are the Twente region (umbrella) project in the Netherlands, the National Federation of Women's Institutes in the United Kingdom, the Ankara project of Turkey, and the Norwegian experiment. Each experiment is described in terms of context, objectives, actions, and activities. The commentary, which concludes each report, highlights significant features of the experiment, including contributions, innovations, potentialities, and limitations. (YLB)

ED 264 443 CE 043 290

Provide for the First Aid Needs of Students. Second Edition. Module E-6 of Category E--Instructional Management. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-195-7
PUB DATE- 86
NOTE- 33p.; For related documents, see ED 260 271, CE 042 598, CE 042 602, CE 042 741, and CE 043 142.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Case Studies; Classroom Techniques; *Competency Based Teacher Education; *First Aid; Higher Education; Individualized Instruction; *Injuries; Job Skills; Learning Activities; Learning Modules; Secondary Education; Teacher Evaluation; Teaching Skills; Vocational Education; *Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be successful in the area of instructional management. The purpose of the module is to help instructors establish and maintain a procedure for attending to the first aid needs of their students. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, case situations, and self-checks or checklists. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 264 471 CG 018 699

Case, Thomas L.; Rosen, Signey
The Effects of Need for Uniqueness and Uniqueness Relevant Feedback on Mood, Recall, and Perceptions of Peers and the Self.
PUB DATE- Mar 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (31st, Atlanta, GA, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Congruence (Psychology); Higher Education; *Individual Needs; Peer Acceptance; *Perception; *Personality Traits; Recall (Psychology); *Self Congruence; *Self Evaluation (Individuals); Student Attitudes; Test Validity; Undergraduate Students
IDENTIFIERS- *Uniqueness Theory

According to the Uniqueness theory, individuals characteristically desire to perceive themselves as moderately different from others. The effects of need for uniqueness and uniqueness relevant feedback on mood, recall, and perceptions of peers and the self were examined in 60 college students who participated in a two-part study. In part one of the study, subjects attempted to memorize 52 trait terms, completed a 30-item attitude survey, indicated how similar they felt their attitudes were to those of the average college student, and recalled as many of the 52 trait terms as possible. Subjects also indicated the extent to which each of the 52 traits applied to them personally and to the average college student, and completed the Need for Uniqueness Scale (NUS). At session two, subjects attempted to memorize the 52 traits plus an additional 16 traits and considered the attitude survey completed in the first session. The survey now contained uniqueness relevant feedback on subjects' responses. Subjects then recalled and rated traits as in session one. NUS scores were used to classify subjects as high or low in need for uniqueness. The findings partially support the prediction that uniqueness-relevant feedback induces a negative affective state in recipients. The prediction that uniqueness-relevant feedback is more likely to cause modification in attributions of peers rather than in self-attributions also received some support. Further evidence that the NUS is valid was generated by the investigation. (NRB)

ED 264 573 CS 209 469

McLeod, Alan M., Ed.
Achieving Peace and Literature for Students.
Virginia Association of Teachers of English.
PUB DATE- 85
NOTE- 109p.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Literature; Book Reviews; Childrens Literature; Class Size; Cognitive Processes; *English Instruction; *Language Arts; *Literature Appreciation; Nineteenth Century Literature; Peace; Phonics; Poetry; Reader Response; Teaching Methods; Writing (Composition)
IDENTIFIERS- Thinking Skills; Writing as Punishment

The articles in this journal issue (1) discuss involving students in various language arts activities that have peace as a theme, and (2) deal with literature for students from kindergarten through grade 12. Topics in the first part are as follows: peace education in the English classroom, the peaceful hero, understanding the language of peace, war and peace in children's literature, and great English teaching ideas. The topics in the second part deal with teaching the nineteenth century novel in installments, capturing student's responses to literature through journals, experiencing stories for the deaf, celebrating southern voices in children's literature, narrative structure as a tool for discovering theme, and teaching poems written by Jim Harrison. The third part of this issue includes book reviews, a description of the NCTE 1986 achievement awards in writing, an article on the neglect of oral language, two ERIC/RCS articles (on phonics and on teaching thinking skills in the English language arts), and two essays--one on the negative effects of using writing as punishment and one on the need to decrease class size. The last item is a statement of current trends and issues in language arts, as seen by the commissions and standing committees of the National Council of Teachers of English. (EL)

ED 264 603 CS 505 050

Willett, Tom H.
Style in Public Speaking: A General Semantics Approach.

PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the International Conference on General Semantics (10th, San Diego, CA, August 16-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Course Content; English; Higher Education; Integrated Activities; *Language Usage; *Linguistic Theory; *Public Speaking; *Semantics; Speech Curriculum; *Speech Instruction; Speech Skills; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Speaking Style

Defining general semantics as the study of words or symbols and their effects on human behavior, this paper proposes a general semantics approach to the teaching of style in college introductory speech courses. The paper cites results of a 1980 survey of basic speech course content and emphases, showing that while most courses devote a great deal of time to the topic of language, they do not often state or define the term "general semantics," or indicate its relationship to style in public speaking. The paper then examines the term "style," which is concerned with proper wording to achieve a desired effect, and "general semantics" to show how the first is a tool of communication while the latter is a means of assessing the effectiveness of that tool. The major portion of the paper contains a proposal for a public speaking unit that identifies principles of style and suggests ways teachers can relate them to general semantics. In addition to definitions, the paper offers examples and illustrations of each principle, including (1) simplicity and concreteness, (2) appropriateness, (3) imagery and vividness, and (4) accuracy. Two detailed examples illustrating the use of imagery in public speaking are appended. (HTH)

ED 264 660 EC 180 951

Colomer, Marta; And Others
Experiencia Pedagogica con Adolescentes Paraliticos Cerebrales: La Musica, Un Elemento Rehabilitador (A Pedagogical Experience with Teenage Cerebral Paralytics Using Music as a Rehabilitating Element).
PUB DATE- Mar 84
NOTE- 154p.; Prepared by the Federacion ECOM, with the collaboration of the Generalitat de Catalunya, Direccion General de Servicios Sociales.
LANGUAGE- Spanish
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cerebral Palsy; Foreign Countries; *Motor Development; Movement Education; *Music; *Music Therapy; *Neurological Impairments; *Rehabilitation
IDENTIFIERS- Spain

The monograph describes efforts carried out in the Department of Work Therapy of a center for cerebral paralysis in Barcelona, Spain. The rehabilitation program incorporated music and movement in an attempt to develop the musical ear, sensitivity, and a sensorial education. The program stresses rhythm, melody, harmony, voice, musical audition, and rhythmic and melodic reading. Specific exercises are intended to remedy a dysfunction in motor coordination by having students think about each movement and consciously vary speed, resistance, etc. Feelings of anxiety regarding movement are considered. Goals for the 1978-79 and 1979-80 school period are reviewed, and skills listed for areas of motoricity, sound, inner audition, voice, rhythmic reading, melodic reading, rhythmic-melodic reading, audition, and song. The work program for 1979-80, which emphasizes reading skills, creativity, and motor skills, is summarized. Among results noted are that participants improved their neatness in written texts, their sense of rhythm, and their motor precision. (CL)

ED 264 676 EC 181 325

Evaluation of the CAPE and CORE Programs for Sensory-Impaired Multi-Handicapped Children in the Province of Alberta. Final Report.

Rutland Consulting Group Ltd.

SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- 20 May 85
NOTE- 167p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Disorders; Communication Disorders; Consultation Programs; Elementary Secondary Education; Hearing Impairments; *Multiple Disabilities; Outreach Programs; Preschool Education; *Program Evaluation; Visual Impairments
IDENTIFIERS- Alberta

The report presents summaries of evaluations of the Coordinated Assessment and Program Planning for Education (CAPE) Program and the Coordinated Rehabilitation and Education (CORE) program for multi-handicapped sensory impaired and/or communication and behavior disordered children and their families in Alberta, Canada. Each program is evaluated separately, with detailed analyses of specific components for various handicap groups. Recommendations emphasize the need to increase public awareness about CORE/CAPE services, clarify eligibility criteria, expand eligibility criteria in outreach areas due to the small catchment population, and increase family involvement during assessments and consultations. Sample evaluation questionnaires are appended. (CL)

ED 264 709 EC 181 358

Edmister, Patricia; Ekstrand, Richard E.
Preschool Programming: A Legal and Educational Discussion of Mainstreaming and Intensity of Service Issues.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Court Litigation; *Disabilities; *Equal Education; Federal Legislation; Legal Problems; *Mainstreaming; *Preschool Education; Program Effectiveness; Public Schools; School Districts; *Special Education; *State of the Art Reviews

The paper reviews aspects of preschool special education from three perspectives: (1) existing federal and state laws, (2) the state of the art, (3) legal decisions and implications. Discretionary interpretations of the Education for All Handicapped Children Act of 1975 and the Rehabilitation Act of 1973 (Section 504) regarding preschool special education are cited. Ways in which states choose to exercise other discretionary rights and their effects on services are noted. The concept of appropriate education as ruled by the Supreme Court in the "Board of Education of the Hendrick Hudson Central School District vs. Rowley" is analyzed along with research results which suggest that for many handicapped preschoolers, half-day programs meet the requisite of a free appropriate public education. Issues in mainstreaming are examined and weaknesses of efficacy studies on the topic are noted. Social benefits of mainstreaming are cited. The paper concludes with an analysis of a public school system's legal duty to provide mainstreaming to preschool handicapped children when it does not provide services to nonhandicapped students of the same age. (CL)

ED 264 767 HE 018 940

Menges, Robert J.
The Stanford Program for Faculty Renewal: Evaluation of Workshops and Reunions.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Instruction; *Faculty Development; Higher Education; Knowledge Level; *Participant Satisfaction; Professional Continuing Education; Program Evaluation; *Summer Programs; Teacher Attitudes; Teacher Effectiveness; *Teacher Workshops; *Weekend Programs
IDENTIFIERS- *Stanford University CA

The impact of 2-week summer workshops and weekend reunions on college faculty who participated in the Stanford Program for Faculty Renewal was assessed using a questionnaire completed by 123 workshop participants, workshop and reunion observations, and interviews with 18 persons at 10 campuses. About two-thirds of the respondents were associate or full professors from the humanities. Questionnaire responses revealed high levels of satisfaction. Positive effects on participants' teaching were also identified even though program goals focus on disciplinary content rather than pedagogy. Attending one or more weekend reunions in subsequent years significantly enhanced impact. The observations assessed six indicators of effective instruction, including collaborative planning and corrective feedback. Although workshops and reunions successfully met participants' expectations, they did not consistently exemplify accepted principles of effective teaching and learning. The need to provide emotionally supportive activities for the many professors who are demoralized by their current professional circumstances is discussed. Appendices provide a brief description of the faculty renewal program, and a list of 1979-1983 workshop topics. (Author/SW)

ED 264 384 CE 043 002

Competency-Based Mainstream English Language Training Project (MELT) Resource Package.

Office of Refugee Resettlement (DHHS), Washington, D.C.

PUB DATE- Mar 85

NOTE- 232p.; Developed and produced by International Institute of Boston, International Institute of Rhode Island, Inc., Arlington Public Schools (VA), Northwest Educational Cooperative, Spring Institute for International Studies, San Diego Community College District, San Francisco Community College District, RMC Research, Center for Applied Linguistics, and American Council for Nationalities Services.

GRANT- 83-TA-RI-11-164; 83-TB-MA-11-165; 83-TC-VA-31-166; 83-TD-IL-51-167; 83-TE-CO-81-168; 83-TF-CA-91-169; 83-TG-CA-91-170

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; Behavioral Objectives; Checklists; Classroom Techniques; Communication Skills; *Communicative Competence (Languages); *Competency Based Education; Core Curriculum; Educational Objectives; *English (Second Language); Lesson Plans; Mainstreaming; Program Development; *Refugees; *Second Language Instruction; Student Evaluation; Testing

This resource package is the product of seven national demonstration projects funded by the U.S. Office of Refugee Resettlement (ORR). The package is intended to assist persons involved with refugee language training in developing programs that address the ORR's English language training goals. The guide is divided into sections addressing the following topics: (1) the purpose, content, and use of the Mainstream English Language Training (MELT) Project resource package; (2) student performance levels; (3) core curriculum; and (4) testing. Appendixes to the individual sections include MELT demonstration project information, lists of literacy enabling skills, an index of grammatical structures, examples of performance objectives, sample needs assessments developed at various project demonstration sites, sample lesson plans and learning activities, assorted checklists, and examples of locally adapted curricula. A chart of English as a Second Language (ESL) tests with data for publisher, function, skills, forms and level, and a glossary of MELT resource package terms are also provided. (MN)

ED 264 399 CE 043 064

Gregory, Margaret R.; Benson, Robert T.
V-TECS Guide for Plumbing.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 85
NOTE- 312p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Blueprints; Building Trades; Competency Based Education; Definitions; *Equipment Maintenance; *Equipment Utilization; Estimation (Mathematics); Heating; Job Skills; Learning Activities; Lesson Plans; *Plumbing; *Sanitary Facilities; Secondary Education; Teacher Developed Materials; *Trade and Industrial Education; Ventilation

This curriculum guide is intended to train trade and industrial education students in the hands-on aspects of the occupation of plumber. Included in the guide are course outlines that are grouped according to the following topics: an introduction to plumbing, blueprint reading, preparation and joining of pipes, drainage and venting systems, water systems, pumps, disposal systems, installation of fixtures, heating systems, maintenance and repair, and calculation of estimates. Each course outline contains some or all of the following: a duty; a task statement; a performance objective and performance guide; suggested learning activities; a list of recommended resources; student evaluation criteria, including answers to any evaluation questions or exercises provided; a lesson test; test answers; and attachments (including handouts, forms, and transparency masters). Appendixes to the guide contain a duty and task list, definitions of terms, a tool and equipment list, a bibliography, and evaluation questions and answers. (MN)

ED 264 500 CG 018 728

Dying with Dignity: Difficult Times, Difficult Choices. A Report Presented by the Chairman of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-518
PUB DATE- Oct 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Costs; *Death; Medical Services; *Nursing Homes; *Older Adults; Patients; *Physician Patient Relationship; *Quality of Life
IDENTIFIERS- Congress 99th; Long Term Care; Medical Technology; *Patients Rights; *Terminal Illness

This report from the Select Committee on Aging examines financial, medical, and social issues surrounding terminally ill patients with special emphasis on the elderly terminally ill. The first section discusses topics related to the medical treatment of the terminally ill. Two basic issues are important: the right to have medical treatment and the right to refuse medical treatment. Considerations of ethics, competency, surrogate decision-making, advanced directives, and conflicting interest involved in medical treatment of the terminally ill are discussed. This report issues a call for action to policymakers to relieve financial pressures on the terminally ill, foster mechanisms for advanced directives, protect treatment rights of the terminally ill, and to affirm a patient "bill of rights." The second section of the report is by the Congressional Office of Technology Assessment. It examines issues related to five medical interventions including renal dialysis, mechanical ventilation, nutritional support therapy, resuscitation, and the use of antibiotics in the elderly. (ABL)

Irwin, Judith W., Ed.
Understanding and Teaching Cohesion Comprehension.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-964-3
PUB DATE- 86
NOTE- 137p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 964, $6.50 member, $9.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- *Coherence; *Cohesion (Written Composition); Elementary Secondary Education; *Reading Comprehension; *Reading Instruction; Reading Research; Reading Skills; Reading Strategies; Sentence Structure; *Teaching Methods
IDENTIFIERS- *Anaphora; *Cohesion Comprehension; Text Structure

Concerned with improving student comprehension of text, this book focuses particularly on teaching students how sentences tie together. Articles in the three sections are grouped as follows: Part 1, What Is Cohesion Comprehension? contains "Cohesion, Coherence, and Comprehension" (Alden J. Moe and Judith W. Irwin); "Identifying Types of Anaphoric Relationships" (James F. Baumann and Jennifer A. Stevenson); and "Assessing Comprehensibility: The PHAN System" (Charles H. Clark). Part 2, Research on Cohesion Comprehension, contains "Cohesion and Comprehension: A Research View" (Judith W. Irwin); "The Anaphora Jigsaw Puzzle in Psycholinguistic and Reading Research" (John G. Barnitz); and "Cohesion Factors in Children's Textbooks" (Judith W. Irwin). Part 3, Teaching Cohesion Comprehension, contains "Teaching Students to Understand Explicit and Implicit Connectives" (Cynthia J. Pulver); "Anaphoric Reference Instruction: Current Instructional Practices" (Anne E. Gottsdanker-Willekens); "Teaching Students to Comprehend Anaphoric Relations" (James F. Baumann and Jennifer A. Stevenson); and "Instructional Strategies to Promote Comprehension of Normal and Noncohesive Text" (Charles H. Clark). (EL)

ED 264 589 CS 209 501

Bridges, Charles W., Ed.; And Others
Training the New Teacher of College Composition.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5505-7
PUB DATE- 86
NOTE- 157p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 55057, $10.00 member, $13.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- College English; Graduate Students; Higher Education; *Teacher Education; *Teaching Assistants; *Teaching Methods; Technical Writing; Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Freshman Composition

Intended for the growing number of composition faculty members involved in training graduate teaching assistants (TAs) and adjunct faculty to teach, as well as new teachers, this book presents essays addressing how best to prepare new teachers to teach writing, and what advice to offer new teachers about particular aspects of teaching writing. Also of value for faculty already engaged in teaching writing, many of the book's essays include substantial bibliographies, and all the essays outline successful strategies of the writing teacher. The essays and their authors are as follows: (1) "Unifying Diversity in the Training of Writing Teachers" (Richard C. Gebhardt); (2) "The Basics and the New Teacher in the College Composition Class" (Charles W. Bridges); (3) "TA Training: A Period of Discovery" (William F. Irmscher); (4) "Linking Pedagogy to Purpose for Teaching Assistants in Basic Writing" (Richard P. VanDeWeghe); (5) "The Teaching Seminar: Writing Isn't Just Rhetoric" (Nancy R. Comley); (6) "Fear and Loathing in the Classroom: Teaching Technical Writing for the First Time" (Don R. Cox); (7) "The Literature Major as Teacher of Technical Writing" (O. Jane Allen); (8) "The Great Commandment" (John J. Ruszkiewicz); (9) "Writing Right Off: Strategies for Invention" (Mary Jane Schenck); (10) "Planning for Spontaneity in the Writing Classroom and a Passel of Other Paradoxes" (Ronald F. Lunsford); (11) "Making Assignments, Judging Writing, and Annotating Papers: Some Suggestions" (Richard L. Larson); (12) "On Not Being a Composition Slave" (Maxine Hairston); (13) "Portfolio Evaluation: Room to Breathe and Grow" (Christopher C. Burnham); and (14) "How TAs Teach Themselves" (Timothy R. Donovan, Patricia Sprouse, and Patricia Williams). (HTH)

ED 264 619 CS 505 132

Rossi, Ana Maria; Todd-Mancillas, William R.
Differences between Brazilian Men and Women Managers in Their Managing of Conflicts with Employees.
PUB DATE- 12 Oct 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Organization for the Study of Communication, Language, and Gender (Lincoln, NE, October 12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Communication Skills; Comparative Analysis; *Conflict Resolution; *Employer Employee Relationship; Females; Foreign Countries; Labor Relations; Males; *Organizational Communication; *Personnel Management; *Sex Differences
IDENTIFIERS- *Brazil

A study was conducted to compare Brazilian men and women managers' preferences for using communication versus power-centered strategies when resolving employer/employee disputes. Subjects were 40 men and 40 women in middle and top-management positions. Each manager read a packet of four scripts describing various problems that a manager might have with an employee or fellow manager. Results showed no evidence in any of the scenarios that either men or women managers intended to behave differently toward male than toward female employees. Analysis of two of the scripts indicated that Brazilian men and women managers did not differ significantly in the ways in which they would attempt to resolve disputes with employees who were disgruntled because they were being asked to do something not in their job descriptions. Male and female managers were nearly equally divided in their preferences for using communication, power, or some combination thereof in attempting to resolve disputes with employees. Brazilian women were somewhat more likely than men to use some form of communication when attempting to resolve disputes with employees who had apparently violated chains of command. However, both men and women managers identified power as the preferred mechanism for resolving this particular dispute. Appendices include all four scripts (in both English and Portuguese), examples of the three response modes, and six tables showing the study data. (HTH)

ED 264 634 CS 505 170

Schliessmann, Michael R.
Non-Native Speakers of English in the Basic Speech Course.
PUB DATE- Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Educational Improvement; *Educational Research; English (Second Language); *Foreign Students; Higher Education; *Speech Communication; *Speech Curriculum; Student Attitudes; *Student Needs; Teaching Methods

As a result of an influx of foreign students, and an assessment of student attitudes toward communicating with foreign students, a survey of foreign students at South Dakota State University was conducted to determine their needs in and problems with the basic speech course. Sixty-six surveys were returned. The results indicated that by far the majority of all students who normally take the basic course are in the lecture-lab format. The university does offer conventional sections in the summer, however, and foreign students flock to those sessions. The content of these two formats is the same, but foreign students indicated a preference for the conventional sections, possibly because this format is more conducive to interpersonal relationships, or because the students can choose the instructor. Few foreign students indicated that they felt different or at a disadvantage because of language deficiencies. Their complaints about the course echoed those of their American counterparts: the course is hard but fair. Based on these responses, the program will undergo little immediate change. (Copies of the foreign student survey and a survey of American students' attitudes toward communicating with foreign students are appended.) (HTH)

ED 264 724 FL 015 378

Woods, Devon
A Process Orientation in ESL Writing.
PUB DATE- 84
NOTE- 38p.; In: Carleton Papers in Applied Language Studies, Volume I (FL 015 370). Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Applied Linguistics; Class Activities; *Cognitive Style; *Course Content; Course Organization; Educational Objectives; *English (Second Language); Higher Education; *Problem Solving; Task Analysis; *Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS- Carleton University ON

An approach to writing in a college-level English as a second language (ESL) course is based on recent emphasis in research on the processes involved and strategies used in the various areas of human endeavor. Recent research in writing has indicated that effective and unfrustrated writers carry out the writing task in ways that are very different from the linear process that most people learned in school. The student is encouraged to use the approach of successful writers by: breaking the task into subprocesses that can be handled independently, moving freely from one task to another, and using a variety of techniques to handle problems. Unit topics include: the writing process (monitoring and problem-solving), the relationship between writer and reader, brainstorming vs. idea analysis, working with deeper levels of meaning, misunderstandings, the drafting/feedback/revision cycle, researching the reader and the content, and surface error analysis. In the classroom, these emphases are then related to the overall objectives of enabling students to write clear, effective, and readable academic work by developing an awareness of their own writing processes, as well as those of effective writers. Students also become aware of the reading process and the relationship between reading and writing. (MSE)

ED 264 740 FL 015 438

Ip, Lau Chun
The Effects of Sociocultural and Psychological Factors upon Second Language Learning in a Bilingual Community.
PUB DATE- Jun 85
NOTE- 126p.; Master's Thesis, Chinese University of Hong Kong.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Bilingualism; Demography; *English (Second Language); *Ethnicity; Foreign Countries; *Language Attitudes; Language Research; *Learning Motivation; Psychological Characteristics; Second Language Learning; *Sociocultural Patterns; Success
IDENTIFIERS- *Hong Kong

A research project studied the relationship between learning English as a second language, perceived ethnolinguistic vitality, and attitudinal and motivational factors. The study is an attempt to verify empirically for Hong Kong students results of previous research on the relationship between second language learning and sociocultural and psychological factors. The subjects were 195 bilingual elementary school students from 5 Hong Kong schools, who completed an ethnolinguistic questionnaire and an attitude and motivation battery. Their English language proficiency was measured by a previously-administered standardized test. Analysis of the results supported the hypothesized model, which linked sociocultural variables (group status, demography, and institutional support) and psychological variables (ethnic attitudes, language attitudes, interest in foreign languages, integrativeness, instrumentality, and ethnocentrism) with second language achievement. A demographic profile of Hong Kong, the ethnolinguistic and motivational measurement instruments, and a five-page bibliography are appended. (MSE)

ED 264 754 HE 018 927

Saavedra, Pedro; And Others

Quality Control Analysis of Selected Aspects of Programs Administered by the Bureau of Student Financial Assistance. Task 1 and Quality Control Sample; Error-Prone Modeling Analysis Plan.

Applied Management Sciences, Inc., Silver Spring, Md.

SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 31 Mar 80
NOTE- 39p.; For related documents, see HE 018 926-928. Task 2 report was not received by ERIC and is unavailable.
CONTRACT- 300-79-0742
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; College Students; *Disclosure; Eligibility; Error Patterns; Federal Programs; *Financial Aid Applicants; Grants; Higher Education; Management Information Systems; *Models; Program Administration; *Quality Control; Research Methodology; Statistical Analysis; *Student Financial Aid
IDENTIFIERS- *Basic Educational Opportunity Grants; *Fraud

Parameters and procedures for developing an error-prone model (EPM) to predict financial aid applicants who are likely to misreport on Basic Educational Opportunity Grant (BEOG) applications are introduced. Specifications to adapt these general parameters to secondary data analysis of the Validation, Edits, and Applications Processing Systems (Task 1) are also provided. After briefly discussing three approaches to error-prone modeling that are used at the state and federal levels, four types of validation applicants are identified: exact reporters, overclaimers, underclaimers, and validation dropouts. The research method, automatic interaction detection (AID), is described, and two ways to report the results of an AID analysis (a tree diagram and tabular format) are illustrated. Additional methodological issues are covered: the three study samples (working sample, replication sample, and nonvalidation sample); selecting and coding predictor variables; and the effectiveness of the model as indicated by a contingency coefficient. Flow charts illustrate the steps of the study, as well as the classification of applicants into validation types. Also outlined is a strategy for analyzing the quality control sample, which is derived from the 1978-1979 applicant file. Appendices detail the statistical analysis method. (SW)

ED 264 370 CE 042 486

Cunningham, Donna; And Others
Evaluation of Coordinated Vocational-Academic Education (CVAE).
North Texas State Univ., Denton. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 85
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; Basic Skills; Disadvantaged Youth; Dropout Prevention; Economically Disadvantaged; *Educationally Disadvantaged; Educational Objectives; Outcomes of Education; *Program Effectiveness; Program Implementation; *Remedial Programs; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS- 310 Project; *Texas

A third-party evaluation of the Texas coordinated vocational-academic education (CVAE) program was conducted in 1984-85 to determine the effectiveness of CVAE as a vocational program for meeting the needs of secondary students who are unsuccessful in traditional academic programs. A project advisory committee was established, a review of literature was undertaken, and assessment instruments were prepared. Questionnaires were sent to a sample of 191 schools with 310 Project instructional programs. The survey found that schools who were conducting CVAE for the purpose of preparing students to enroll in other vocational programs were very successful in achieving this purpose, but that the majority of the CVAE programs are not preparing students for employment in occupations for which employment opportunities exist. The study also found that support services are usually not provided for CVAE programs and that almost half of the schools are not in adherence with the purpose of CVAE as stated by the State Board of Education. It was recommended that the State Board of Education define vocational education for the disadvantaged and develop rules for its implementation. (Half of this document is an appendix containing the survey instruments and related correspondence.) (KC)

ED 264 414 CE 043 130

Noyes, Marilyn; Jarrett, Von

Saving Energy around the House = Tien Tan Trong Viec Tieu Thu Nang Luc Trong Nha.

Utah State Univ., Logan. Cooperative Extension Service.
PUB DATE- 85
NOTE- 8p.; Translated by Tuyet Seethaler.
LANGUAGE- English; Vietnamese
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Basic Education; Bilingual Instructional Materials; *Energy Conservation; Energy Education; Environmental Education; Home Economics; *Homemaking Skills; Home Management; *Refugees; Vietnamese

This bilingual booklet is intended to help Vietnamese refugees learn basic energy conservation skills. Included in the booklet are Vietnamese and English translations of basic energy conservation practices related to the following areas: heating, cooling, cooking, using refrigerators and freezers, lighting, water heating, doing laundry, pursuing recreation and entertainment activities, driving and maintaining the family auto, and taking community action. (MN)

ED 264 457 CG 018 685

Davidson-Muskin, Mary-Beth
Bibliotherapy: An Adjunct to Therapy.
PUB DATE- 81
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bibliotherapy; *Clinical Psychology; *Counseling Techniques; Group Therapy; Individual Development; Therapists

This article briefly reviews the history, technique, and appropriateness of bibliotherapy as a therapeutic technique. The term bibliotherapy is defined and its history outlined. The three most commonly found types of bibliotherapy (institutional, clinical, and developmental) are listed and then described according to client, therapist, and materials used. The article concentrates on the use of bibliotherapy in an institutional setting. Areas in which the therapy is beneficial are noted, as are cases in which it should not be used. Research indicates that bibliotherapy is effective for increasing assertiveness, bringing about attitude changes and enhancing therapeutic gains. Bibliotherapy can also be used to meet the following clinical objectives: (1) projecting self into literary characters, making it easier for the client to discuss problems; (2) dispelling the client's sense of isolation; (3) reinforcing societal expectations; (4) enabling clients to gain support and resolve conflicts; and (5) learning problem-solving techniques. Bibliotherapy can meet such goals within the context of small groups and on an individual basis. Suggestions are made for the selection of material for small groups and for individual use. (ABB)

ED 264 486 CG 018 714

Women, Work and Age: Policy Challenges. Proceedings of the Conference (Lansing, Michigan, April 11-12, 1984).
Institute of Gerontology, Ann Arbor, Mich.
SPONS. AGENCY- Gannett Foundation, Rochester, NY.
PUB DATE- 84
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Age Discrimination; Career Development; *Employed Women; Employment; Employment Opportunities; Federal Legislation; *Females; Job Sharing; *Older Adults; *Public Policy; Work Experience; Work Life Expectancy; *Workshops
IDENTIFIERS- University of Michigan Ann Arbor

Proceedings of a conference on women, work, and age are presented. The introduction by Carol Hollenstead give background on the topic, identifies the conference's goals and objectives, and describes the rationale behind the published proceedings. The keynote address, "Age Discrimination: The Invisible Barriers" (Sandra V. Porter), discusses reasons why women experience aging differently than men and why their lives become harder as they get older. Twelve workshop reports are included which consider issues affecting middle aged and older women workers. The reports are: "Increasing Poverty Through Federal Policy Change" (Virginia duRivage); "Is Organizing the Answer?" (Barbara Barton); "Older Black Women as Workers" (Jeanne E. Miller); "Old Age Financial Security--Or Insecurity?" (Shirley K. Bentsen); "Age and Sex Discrimination in the Workplace" (Judy Hollister); "Fringe Benefits or Fringe Detriments?" (Georgia Harris); "Opportunities for Women in Employment and Training" (Joanne Grow); "Improving Life on the Job" (Ellen McKay); "Occupational Safety and Health"; (Gladys Benfield); "Less Than Full-Time Work: Opportunity or Exploitation?" (Hilda Patricia Curran); "Older Women and Work: Today and Tomorrow" (Mary Keither Ballantine); "Life Planning: Careers and Finances" (Irene Kazieczko). A bibliography is included with references from general sources and from 11 of the 12 workshop reports. The conference program and lists of conference sponsors, leaders, and the planning committee are also included. (ABB)

ED 264 515 CS 008 055

Crismore, Avon; Wang, Lih-Shing
A Computer-Assisted Reading Component for Reading Reflectively and Rhetorically in a College Composition Program.
PUB DATE- 85
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Critical Reading; Higher Education; *Integrated Activities; Metacognition; Program Content; *Reading Programs; *Theory Practice Relationship; Writing Instruction

Arguing that computers can help college students make connections between reading and rhetorical theory and research by providing them with opportunities to read reflectively and rhetorically, this paper describes an ideal computer assisted reading component of a composition program. Following a brief introduction, the first section of the paper discusses a major assumption of the component, the idea of the reader as author, and examines four essential roles that a reader plays--planner, composer-drafter, editor, and monitor. The second section explores the idea that reading comprehension is an act of constructing meaning, a notion grounded in schema theory, and that reading is the process of negotiating meaning between a reader and an author through a text. The third section provides the rationale for a computer assisted reading component in the composition program, while the fourth presents a number of activities designed to help readers read reflectively as authors, relating them to the various roles previously delineated. The final section of the paper offers additional applications for the computer assisted component. (FL)

ED 264 544 CS 008 247

Harste, Jerome C., Ed.; Stephens, Diane, Ed.

Toward Practical Theory: A State of Practice Assessment of Reading Comprehension Instruction. Final Report. Volume II.

Indiana Univ., Bloomington. School of Education.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Oct 85

NOTE- 415p.; For volume I see ED 261 350.

CONTRACT- USDE-C-300-83-0130

AVAILABLE FROM- Language Education Department, 211 Education Building, Indiana University, Bloomington, IN 47405 ($15.00).

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Books (010)

DESCRIPTORS- Classroom Environment; Classroom Observation Techniques; College School Cooperation; *Curriculum; Curriculum Evaluation; Elementary Education; Guidelines; Junior High Schools; Learning Disabilities; Literacy; *Reading Comprehension; *Reading Instruction; Reading Programs; *Reading Research; Reading Skills; Special Education; Teaching Methods; *Theory Practice Relationship

Written for language educators, this volume about reading and research suggests that the theory-practice and research-teaching gaps are dysfunctional and calls for a collaborative pedagogy between colleges and schools to develop a practical theory of reading instruction. In the opening article, Jerome Harste discusses issues that emerged from sitting in special education classrooms observing reading instruction. The second section, "Classroom Insights," contains the following articles: "Curriculum as Theory Driven: Insights from Six Classrooms" (Diane Stephens and Jean Anne Clyde); "Literacy: What Messages Are We Sending?" (Deborah Wells Rowe); "Legitimizing Teachers' Insights" (Sharon Snyder); "Reading Comprehension Instruction: Cause for Reflection" (Barbara Roberts); and "The Value of Reflexivity" (Mark Gabehart).

Section three contains an analysis and synthesis of special education reading materials, as well as suggestions for improvement by Avon Crismore, while in the last section Jerome Harste discusses issues raised and suggests 21 policy guidelines for curricular change. (EL)

ED 264 559 CS 209 415

Ediger, Marlow
Handwriting: Issues and Problems.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum; Educational Objectives; Evaluation Methods; *Handwriting; Learning Activities; Needs Assessment; *Teaching Methods; Word Processing; *Writing Evaluation; *Writing Instruction; Writing Skills

Pointing out that teachers and supervisors need to study, analyze, and synthesize diverse issues in the teaching of handwriting, this paper explores several relevant issues. The following issues are discussed: (1) whether handwriting ought to be taught as a separate subject; (2) the conflict between the behaviorism approach--which utilizes precise measurable objectives--and the humanistic approach--which emphasizes that students engage in decision-making to select objectives and learning activities; (3) experimentalism, or the belief that problematic situations in school must relate to life and living in society, as a philosophy of education; (4) the artist approach versus the technician approach to teaching handwriting; (5) self-evaluation versus teacher evaluation of handwriting; (6) the preplanned curriculum--with objectives, learning activities, and appraisal procedures developed by teachers and supervisors--versus the needs approach--which would emphasize diagnostic and remedial work as the involved student reveals specific errors; (7) rewarding proficiency in handwriting through verbal praise, external rewards, and the reward of learning itself; (8) using the word processor in the language arts curriculum; and (9) using a variety of activities to achieve educational objectives. (EL)

ED 264 661 EC 180 977

Razeghi, Jane Ann; And Others

Using Successful Independent Living Training Competencies in the Secondary Schools to Ease Handicapped Students' Transition from School to the World of Work and the Community. Final Report.

American Coalition of Citizens with Disabilities, Inc., Washington, D.C.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 84
NOTE- 220p.
GRANT- G008302267
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Competence; *Daily Living Skills; *Disabilities; *Education Work Relationship; *Secondary Education
IDENTIFIERS- Final Reports; *Independent Living Centers

The final report describes accomplishments of a project to identify specific competencies perceived by independent living trainers as necessary to effectively teach secondary level handicapped students in an independent living center. A systematic methodology was employed to identify and categorize the competencies drawn from the reports of both effective and ineffective incidents of teaching behavior from trainers currently teaching at independent living centers. The first of two project phases, competency determination, focused on determining teaching competencies in the transition from school to work and the community for handicapped individuals, aged 16-21, by trainers who are themselves teaching in an independent living setting. During the second phase, competency organization and evaluation, an evaluation of the relative importance of each competency and suggestions for their categorization were received from judges who are experts in independent living. Ss were from 18 independent living centers. Two data producing instruments were developed and used in the investigation. The questionnaire was developed using procedures outlined in the critical incident technique. This research technique outlined procedures for collecting and analyzing critical behaviors in defined situations. The statements of competencies that were identified in the determination phase constituted the nucleus of the questionnaire to be used in the competency evaluation phase. The bulk of the report is composed of appended material, including sample forms and letters and a state-by-state compilation of independent living centers that responded to the study survey. (Author/CL)

Casto, Glendon
Common Outreach Indicators. Outreach Series Paper (Number 1).
North Carolina Univ., Chapel Hill. Technical Assistance Development System.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Sep 85
NOTE- 12p.
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Early Childhood Education; *Outreach Programs; Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Handicapped Childrens Early Education Program

The monograph introduces a system to help outreach projects of the U.S. Department of Education's Handicapped Children's Early Education Programs (HCEEP) document the impact of their work. Six indicators, identified by outreach project personnel, represent six primary areas of outreach activity. Background information about HCEEP outreach programs is followed by a history of the "indicator" concept. A description of the indicators is accompanied by a sample user's manual and computer coding system for the following six indicators: (1) awarness promotion; (2) product development and distribution; (3) stimulation of high quality programs and development of sites for replication; (4) training; (5) state and regional involvement and coordination; and (6) other technical asistance and consultation. (CL)

ED 264 430 CE 043 152

Dusewicz, Russell A.; And Others
An Evaluation Guide for Adult Education Programs.
Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- Mar 84
NOTE- 84p.; For a related document, see CE 043 153.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Programs; Data Collection; Educational Resources; *Evaluation Methods; Postsecondary Education; Program Development; *Program Effectiveness; *Program Evaluation

This guide is designed to help educators plan and carry out evaluations of adult education programs. It describes some of the more common approaches to program evaluation that can easily be adapted to and implemented by adult education programs. The guide is organized in 10 sections. Following an introduction and overview in section 1, section 2 discusses how the evaluation process fits into the concept and normal cycle of program development. Section 3 describes the stages of the evaluation process (needs assessment, program planning, process evaluation, and outcome evaluation), while section 4 provides examples of evaluation design such as case histories, time series, and comparison groups. In the fifth section, various methods of data collection that can be used in adult basic education are discussed, while the sixth section describes statistical procedures for analyzing evaluation data. Section 7 illustrates the preparation of the program evaluation outline, which is a device to help program staff sketch out the essential elements of the evaluation plan. Section 8 outlines the different factors that determine the effectiveness of a program. The final two sections describe various reporting and dissemination techniques applicable to adult education programs and provide a summary of the program evaluation process. References and examples of evaluation instruments are provided in the guide. (KC)

ED 264 472 CG 018 700

Strong, Lisa L.; Fiebert, Martin S.
Using Paired Comparisons to Assess Maslow's Hierarchy of Needs.
PUB DATE- Aug 85
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; Comparative Analysis; Higher Education; *Motivation; *Needs; *Needs Assessment; *Psychological Testing
IDENTIFIERS- Maslows Hierarchy of Needs

Past studies which have examined need levels have identified individuals as functioning at specific need levels without an adequate assessment of the intensity of each need or a clear comparison with other need levels. To address these issues, a self-report inventory using a modified paired comparison format was developed to assess need potencies within individuals. The inventory, based on Maslow's theory of the hierarchy of needs, permits both multiple comparisons of items from each need level with each other and an assessment of the intensity levels of each item. College students (N=47) and faculty members (N=12) responded in percentages to choices between paired items in the area of physical, safety, belongingness and love, esteem, and self-actualization needs. The reliability of the inventory was evaluated by examining the degree of consistency of items designed to measure the same need. Correlations ranged between .52 and .65. The mean potencies of each need level were determined and an analysis of variance revealed that the differences between need levels were significant. Need level, as measured by the intraclass correlation, were significant and indicated that ideas at each level were measuring the same construct. (NRB)

ED 264 501 CG 018 729

Phenomenon of Juvenile Firestarters. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on the Problem of Arsons Committed by Juveniles.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-99-179

PUB DATE- 23 Apr 85

NOTE- 92p.; Some pages may be marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adolescents; Children; *Crime; *Crime Prevention; Hearings; *Youth Problems

IDENTIFIERS- *Arson; Congress 99th; Fires; *Firesetters

This document contains testimony from a Senate hearing examining causes of and solutions to the problem of juvenile firesetting. In an opening statement, Chairman Specter testified that arson has the highest percentage of juvenile involvement with 38 percent of arson crimes committed by juveniles. Pamela McLaughlin of the National Firehawk Foundation stated that: (1) many arsons by children are not reported; (2) children who light fires are usually victims of child abuse, neglect, drug abuse, learning disabilities, undiagnosed giftedness, or behavior problems; (3) many adult arsonists set fires as children; and (4) community programs to help juvenile arsonists are scattered and disorganized. Two juvenile arsonists and their mothers testified about their experiences. Dean Clark, a mental health professional, testified that many juvenile arsonists need extended inpatient therapy and Clifford Karchmer, a professor in the School of Justice at American University, testified that diagnostic tools are needed to separate the more serious juvenile arsonists from the less serious arsonists. An appendix includes letters to the Milwaukee Juvenile Firestarter Program. (ABL)

ED 264 574 CS 209 470

Lamme, Linda Leonard
Growing Up Writing: Sharing with Your Children the Joys of Good Writing.
REPORT NO.- ISBN-0-87491-758-1
PUB DATE- 84
NOTE- 224p.; Written in cooperation with the children's magazine, "Highlights for Children."
AVAILABLE FROM- Acropolis Books, Ltd., Colortone Building, 2400 17th St., N.W., Washington, DC 20009 ($12.95).

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Processes; *Developmental Stages; Educational Games; Family Environment; Family Involvement; *Handwriting; Language Processing; Language Skills; *Learning Activities; Letters (Alphabet); Letters (Correspondence); *Parent Participation; Preschool Education; Reading Readiness; Reading Writing Relationship; Spelling; Word Study Skills; Writing (Composition); *Writing Readiness; *Writing Skills
IDENTIFIERS- Invented Spelling

Intended for parents, this book offers insights into how children develop as writers and provides practical ideas for introducing writing activities into the home. Chapters in the book deal with the following topics: (1) the benefits of having preschool children write, the timing of initial instruction, and some assumptions about writing at home; (2) the writing environment, including a place for writing and supplies; (3) scribbling, from early scribbling to awareness of the concepts of alphabet, word, writing, and audience; (4) beginning writers, including characteristics of beginning writing and the transition to fluency; (5) developing fluency through a wide variety of writing opportunities; (6) handwriting, including readiness, learning to write, and dealing with writing problems; (7) spelling development, including teaching spelling, spelling problems, parental help, and spelling games; (8) punctuation, capitalization, and usage; (9) family writing experiences, such as writing letters, signs, diaries, books, and poems; and (10) related considerations, such as oral language development and writing, and pointers for fathers and grandfathers. Illustrations accompany the text and appendixes contain the manuscript alphabet, the cursive alphabet, and a list of periodicals that publish children's writing. (EL)

ED 264 604 CS 505 096

Botan, Carl H.

Public Relations Problems in Addressing Internal and External Audiences in Campus Union Organizing Drives.

PUB DATE- May 85
NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Audiences; Collective Bargaining; College Faculty; *Communication Problems; *Communication Research; Faculty College Relationship; *Faculty Organizations; Higher Education; Labor Problems; Organizational Communication; Persuasive Discourse; *Public Relations; *Unions
IDENTIFIERS- Audience Awareness; *Union Election Campaigns

On the premise that union election campaigns on college campuses can provide useful lessons for public relations practitioners, this paper examines literature pertaining to organizing efforts in order to discover public relations problems that can be posed by the reciprocal nature of the influences between the internal and external audiences affected by such campaigns. Following a brief introduction, the paper (1) examines the reasons for studying faculty unionization attempts, (2) discusses the industrial relations term "multilateralism" and its place in educational bargaining, and (3) identifies internal and external publics and their interests in the bargaining process. The paper concludes that the permeable boundary between internal and external publics is the appropriate focal point for understanding such campaigns and, potentially, for better understanding other public relations situations, in particular those involving campaigns that must address both specific internal audiences and broad sectors of the general public. (Author/FL)

ED 264 647 EA 018 087

Minsky, Elaine; And Others
Principals' Perceptions of Their Role in Curriculum Implementation. Research Report.
Scarborough Board of Education (Ontario).
PUB DATE- Nov 84
NOTE- 58p.; A product of the Research Centre.
AVAILABLE FROM- Publication Sales, The Research Centre, Scarborough Board of Education, Level 2, 140 Borough Dirve, Scarborough, Ontario M1P 4N6 Canada ($5.00 Canadian; make checks payable to the Scarborough Board of Education).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Responsibility; *Administrator Role; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Instructional Improvement; Interviews; *Leadership Responsibility; *Principals; *School Supervision; Teacher Supervision
IDENTIFIERS- *Instructional Leadership; Ontario (Scarborough)

This study, initiated by the Scarborough (Ontario) Board of Education, examines principals' perceptions of their role in curriculum implementation, the difficulties inherent in this role and the support systems available to assist principals, and the leadership component of the principals' role in curriculum implementation. Interviews, based on a questionnaire, were conducted with a sample of 24 principals--10 from junior public schools (K-6), 6 from public schools (K-8), 4 from senior public schools (7-8), and 4 from collegiate institutes (9-13). Data--summarized and presented in the form of tables showing the percentage of responses to each question--are grouped according to the three concerns listed above (perceptions of role, difficulties and support systems, and leadership component). Implications of these findings are summarized as follows: (1) principals perceive that the board is fragmented in its approach to curriculum implementation; (2) principals need more time to exchange views with staff about the direction, goals, and evaluation of curricula; (3) more funds are needed for substitute teachers to fill in so that regular staff may attend inservice activities or visit other schools; and (4) more attention should be paid to specifics of the implementation process. A bibliography is included, and the interview schedule is appended. (TE)

ED 264 677 EC 181 326

Rosinek, Michele
Skills Assessment Module (S.A.M.): A Unique & Practical Approach to the Assessment Process.
PUB DATE- 85
NOTE- 62p.
AVAILABLE FROM- Piney Mountain Press, P.O. Box 333, Cleveland, GA 30528 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Development; *Disabilities; Evaluation Methods; *Job Skills; Secondary Education; *Vocational Evaluation
IDENTIFIERS- *Skills Assessment Module

The Skills Assessment Module (SAM) is designed to assess special needs students' affective, cognitive, and manipulative strengths and weaknesses in relation to vocational skills required in various training programs within a school system. Initial sections outline procedures and techniques (including paper-pencil tests, hands-on skill modules and work behavior rating) and administration guidelines for SAM. Twelve hands-on modules are then explained in terms of purpose, materials, activity, verbal cue, interpretation, and scoring: (1) mail sort; (2) alphabetizing; (3) etch-a-sketch maze; (4) payroll computation; (5) patient information memo; (6) small parts; (7) ruler reading; (8) pipe assembly; (9) O rings; (10) block design; (11) color sort; and (12) circuit boards. Additional information in the manual includes test interpretation guidelines, technical information, reporting forms, and an instrument to measure learning styles. (CL)

ED 264 710   EC 181 359

Rutherford, Robert B., Jr., Ed.

Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders. Selected Papers Presented at the Annual ASU/TECBD Conference on Severe Behavior Disorders of and Youth (5th, Tempe, Arizona, November 18-20, 1981).

Arizona State Univ., Tempe, Dept. of Special Education.; Council for Children with Behavioral Disorders.; Teacher Educators for Children with Behavioral Disorders.

PUB DATE- 82

NOTE- 112p.

AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($6.00, $5.00 with a purchase of 10 or more, $5.10 member price; make check payable to Council for Children with Behavioral Disorders Publications, Publication No. B263).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)

DESCRIPTORS- Autism; *Behavior Disorders; Elementary Secondary Education; *Emotional Disturbances; Employment Potential; Interpersonal Competence; Mainstreaming; Rural Education; Student Characteristics; Supervision; Timeout

Nine author-contributed papers from a 1981 conference on severe behavior disorders are presented. In the keynote paper, H. Walker reviews research evidence on acting out children and describes remediation strategies in the school setting. Eight papers follow: "Services to the Seriously Behaviorally Disordered/Emotionally Disturbed Students in Rural Communities" (F. Wood and R. Lininger); "Supervision of Teachers of Students with Behavioral Problems in the School Setting: Special Considerations" (L. Essex); "Learning Characteristics of Children and Adolescents with Various Psychiatric Diagnoses" (T. Barnes and S. Forness); "Social Skills Training for Withdrawn Children" (M. Haring); "Providing Integrated School Experiences for Severely Handicapped Students" (S. Stainback and W. Stainback); "The Employment Readiness of the Autistic Compared with the Severely Handicapped" (A. Hilton); "The Use of Nonverbal Piagetian Tasks to Assess the Cognitive Development of Autistic Children" (D. Lancy and G. Goldstein); and "Analysis of the Response Contingent Time-Out Literature with Behaviorally Disordered Students in Classroom Settings" (R. Rutherford, Jr. and C. Nelson). (CL)

ED 264 768 HE 018 941

White House Initiative on Historically Black Colleges and Universities. Annual Federal Performance Report on Executive Agency Actions to Assist Historically Black Colleges and Universities for Fiscal Year 1984.

Office of Postsecondary Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 106p.; Prepared in accordance with Executive Order 12320. Tables may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- *Agency Role; Annual Reports; *Black Colleges; Comparative Analysis; Educational Facilities; *Federal Aid; Federal Government; Fellowships; *Government School Relationship; Higher Education; Program Administration; Program Evaluation; Research and Development; *Resource Allocation; Student Financial Aid; Training

IDENTIFIERS- Agency for International Development; Department of Agriculture; Department of Defense; Department of Energy; Department of Housing and Urban Development; Department of Labor; Department of the Interior; Department of Transportation; National Aeronautics and Space Administration; National Science Foundation

The fiscal year (FY) 1984 annual report on executive agency actions to assist historically black colleges and universities (HBCUs) is presented by the Secretary of Education in accordance with Executive Order 12320. The report is a compilation and comparison of actual dollar amounts obligated by the 27 designated federal agencies to the nation's 102 HBCUs. Obligations are reported in six categories: research and development, student assistance, training, facilities and equipment, fellowships, and program evaluation. In addition to brief descriptions for the various federal agencies, information is provided on strategies designed to: increase BHCU participation in federally sponsored programs, stimulate public/private sector partnerships, and to eliminate unintended barriers to participation by HBCUs in federal programs. Agency activities to improve the administrative infrastructures of HBCUs are considered, and significant results of four years of implementation of the executive order are summarized. Overall, the dollar obligations made by the designated agencies to HBCUs in FY 1984 were higher than in FY 1981, and HBCUs received a greater percentage of the total federal funding allocated to higher education institutions in FY 1984 than in FY 1981. The executive order is appended. (SW)

ED 264 385 CE 043 010

Whitney, Douglas R.; And Others
The 1988 Tests of General Educational Development: A Preview.
American Council on Education, Washington, D.C. General Educational Development Testing Service.
PUB DATE- 85
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; *High School Equivalency Programs; *Test Format; *Test Items; *Test Reviews
IDENTIFIERS- *General Educational Development Tests

This preview of the Tests of General Educational Development (GED) to be introduced in 1988 begins with a brief background of the review process that will result in the GED Test. An overview of committee recommendations then highlights five themes of Test Specifications Committee panel reports: the tests should (1) demand more highly developed levels of critical thinking and problem solving, (2) include a clear emphasis on the relationship of the skills to the aspects of the world of work, (3) represent awareness of the role and impact of computer technology, (4) address certain consumer skills, and (5) use settings that adult examinees could recognize. Descriptions of the five tests in the GED Tests battery follow: Writing Skills, Parts I and II; Social Studies; Science; Interpreting Literature and the Arts; and Mathematics. Each test is described in terms of some or all of the following: content, context, format, item types, and cognitive levels. Sample test items and answer keys are provided. More detailed information is included for Part II of the Writing Skills Test. For this section, a sample topic is presented and sample essays are provided. The GED Essay Scoring Guide, commentary on the sample essays, and a discussion of how the GED essay is scored follow. (YLB)

ED 264 415 CE 043 133

World of Work = The Gioilam Viec.
Utah State Univ., Logan. Cooperative Extension Service.
PUB DATE- 85
NOTE- 37p.; Translated by Tuyet Seethaler. Adapted from material by the Cooperative Extension Service, University of Maine at Orono.
LANGUAGE- English; Vietnamese
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Basic Education; Bilingual Instructional Materials; *Career Education; Employer Employee Relationship; Employment Interviews; Employment Practices; Fringe Benefits; Job Application; *Job Search Methods; Laws; *Refugees; Resumes (Personal); Taxes; Unions; Vietnamese; *Vocational Adjustment; Wages; Work Attitudes

This bilingual booklet is intended to provide Vietnamese refugees with basic information concerning the world of work. Included in the booklet are Vietnamese and English translations of information on the following topics: Americans' attitudes toward employment, the American job market, employment services and other sources of employment information, job search and job application procedures, the importance of developing realistic employment expectations, the nature of work in the United States, wages, taxes, payroll deductions, fringe benefits, Social Security, labor unions, job performance and employee responsibilities, employer-employee relationships, upward mobility, procedures for leaving jobs, and strategies for dealing with occasional employment problems. (MN)

ED 264 444 CE 043 529

Weber, James M.

The Role of Vocational Education in Decreasing the Dropout Rate.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 71p.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Demonstration Programs; *Dropout Prevention; *Dropout Rate; Dropout Research; High School Students; Job Skills; Outcomes of Education; *Program Effectiveness; *School Holding Power; Secondary Education; *Vocational Education; Work Study Programs
IDENTIFIERS- High School and Beyond (NCES)

In an effort to identify the kinds of vocational experiences that appear to be the most promising in reducing the dropout rate, two distinct research strategies were used. The first strategy involved analysis of data available from the High School and Beyond Project, a nationally representative sample of students and schools surveyed in 1980 (when the students were sophomores) and resurveyed in 1982. The second strategy involved contacting a sample of nine exemplary dropout prevention programs and securing descriptive data from them regarding their orientation, organization, and operations. In general, project results confirm that participation in vocational education is positively related to high school retention. Rather than participate in the mainstream of the vocational program, however, dropouts tend to participate more in exploratory and consumer/homemaker or industrial arts courses than in job-skill training courses. Also, they tend to be involved in work-study experiences that do not appear to be directly related to their overall high school programs. Included among the project recommendations are the following: more systematic efforts to identify potential dropouts; programmatic activities to reduce absenteeism, theft, and drug abuse; activities to enhance parents' involvement; more extensive career exploration and career education experiences; and review of dropout-prone students' work-study experiences. (CT)

ED 264 635 CS 505 172

Poncelow, Stacy D.
The Effect of Conflict on the Quality of Group Decisions.
PUB DATE- Nov 85
NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Conflict Resolution; *Decision Making; Group Discussion; *Group Dynamics; Higher Education; *Interaction; Interpersonal Relationship; Problem Solving; *Speech Communication

A study was conducted to examine the relationship between the amount of conflict in a group decision-making process and the achievement of a quality decision. A task problem given to 33 college students completing a group symposium assignment in a basic public speaking and discussion course called for subjects to choose three possible topics for a group symposium from a list of 11 options. After all taped interaction of the groups was collected, group interaction was coded using B.A. Fisher's Decision Proposal Analysis system to determine the amount of conflict present. In addition, group decisions made on a task were ranked according to quality. Correlated results indicated no significant relationship between the amount of conflict and quality of decision made. (HOD)

ED 264 725   FL 015 379

Sanaoui, Razika
The Use of Reformulation in Teaching Writing to FSL Students.
PUB DATE- 84
NOTE- 9p.; In: Carleton Papers in Applied Language Studies, Volume I (FL 015 370).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Applied Linguistics; Classroom Techniques; *French; Higher Education; Introductory Courses; *Revision (Written Composition); Second Language Instruction; *Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS- Carleton University ON

In the teaching of creative writing to students of French as a second language, the use of the reformulation technique has proved effective. The writing process is divided into stages: selection of a topic, discussion with peers, writing of a first draft, revision with peers, submission to the instructor, further revision, editing and proofreading, and sharing of the final copy with the class. For the reformulation part of the process, the teacher rewrites the students' compositions, presents them with their own and the rewritten compositions for comparison, and asking them to observe and list any significant differences between the two versions. The students direct their attention to vocabulary selection, syntactic choices, cohesive devices, discourse functions, overall organization, and stance toward the reader. Then they focus on three issues: significant changes, how the changes are made, and the effects of the changes. The technique is successful in that it generates motivation by personalizing instruction, ard offering the students options among techniques. It also makes students aware that writing does not express all the meaning one intends. (MSE)

ED 264 741 FL 015 439

Ramasamy, K.

Compatibility of Language Use across the Curriculum in School Level Textbooks.

PUB DATE- Apr 85
NOTE- 33p.; Paper presented at the RELC Regional Seminar on Language Across the Curriculum (Singapore, April 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Content Analysis; Difficulty Level; Discourse Analysis; English (Second Language); Foreign Countries; Hindi; Intellectual Disciplines; Kannada; *Language Usage; Sciences; Secondary Education; Second Language Instruction; Social Studies; *Textbook Content; *Textbooks; *Vocabulary
IDENTIFIERS- *India; *Language across the Curriculum

A study analyzed language-related and non-language-related textbooks used in India's secondary schools for compatibility of content across related curricular areas. The textbooks prescribed for standards 5 and 6 in Kannada, Hindi, and English for both State and Central school systems were analyzed. Language texts were analyzed for linguistic, thematic, and discourse elements. Science and social studies texts were analyzed for linguistic content only. Content comparisons were also made among language subjects and between non-language and corresponding language subjects. The results showed that for language subjects, lexical compatibility was low while grammatical, thematic, and discourse contents were fully compatible. Lexical compatibility also decreased with increasing difficulty level. For non-language subjects, lexical compatibility was low, with unwarranted synonyms and sentential complexity. The implications of these findings for instruction that takes advantage of first language knowledge for second language learning are discussed. (MSE)

ED 264 400 CE 043 065

Gregory, Margaret R.; Benson, Robert T.
V-TECS Guide for Data Processing.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 85
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Computers; Data Analysis; *Data Processing; Definitions; *Equipment Utilization; Input Output; *Job Skills; Learning Activities; Lesson Plans; Management Information Systems; *Office Machines; *Office Occupations Education; Programing; Secondary Education; Teacher Developed Materials

This curriculum guide is intended to train trade and industrial education students in the hands-on aspects of the occupation of data processor. Included in the guide are course outlines that address the following topics: developing job descriptions; performing power-on and power-off procedures; loading the operating systems, programs, files, and databases; running tests on programs; copying data; loading paper into a printer; changing ribbon in a printer; preparing job instructions for key operators; setting up work stations; troubleshooting equipment; correcting and recovering data; preparing printouts; terminating operations; coding applications; analyzing computer input and output; and developing documentation narratives. Each course outline contains some or all of the following: a duty; a task statement; a performance objective and performance guide; suggested learning activities; a list of recommended resources; student evaluation criteria, including answers to any evaluation questions or exercises provided; a lesson test; test answers; and attachments (including handouts, forms, and transparency masters). Appendixes to the guide include definitions of terms, a tool and equipment list, a bibliography, a duty and task list, and written evaluation questions and answers. (MN)

ED 264 458 CG 018 686

Lemle, Russell
Alcohol and Masculinity: A Review and Reformulaton of the Sex Role, Dependency, and Power Theories of Alcoholism.
PUB DATE- 20 Jul 84
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Development; *Adult Development; *Alcoholism; Developmental Stages; Drinking; *Individual Power; *Males; *Sex Role; Social Behavior; *Theories
IDENTIFIERS- *Dependency (Personality); *Masculinity

This review examines three theories of alcohol abuse by American males: (1) the sex role theory which states that men drink heavily because American culture accepts and encourages that activity in males; (2) the dependency theory, which interprets drinking as a means by which men secretly gratify their dependency needs while manifesting an outward, hypermasculine facade; and (3) the power theory, which proposes that men drink to achieve an internal experience of themselves as dominant and potent. By reviewing the literature on the three theories and reformulating them into one framework, this paper attempts to develop a unified masculinity model of alcohol abuse. Its basic premise is the hypothesis that alcohol abuse stems from a developmental arrest in the formation of adolescent masculinity. The paper also asserts that treatment is difficult since alcohol abuse is tied to one's masculinity and alcoholics are fixated in adolescence. It suggests helping these men grow into adult behavior and develop a new perception of manliness. (Nineteen pages of references are given.) (ABB)

ED 264 516 CS 008 081

McConkie, George W.; And Others
Estimating Frequency and Size of Effects Due to Experimental Manipulations in Eye Movement Research. Technical Report No. 338.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Jun 85
NOTE- 23p.
CONTRACT- 400-81-0030
GRANT- NIMH-MH-32884
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Eye Fixations; Eye Movements; Higher Education; *Reading Research; Research Problems; Test Validity
IDENTIFIERS- *Frequency Analysis

A study of eye movements was conducted to determine whether the visual regions are perceived in their entirety on each fixation or whether the actual region perceived varies from fixation to fixation. The resulting data were used in a frequency of effects analysis. The frequency of effects problem arises once it has been established that an experimental manipulation has produced an effect, and consists of trying to determine the frequency and size of the effect. Text was displayed on a CRT and refreshed every three milliseconds (msec). The subjects' eyes were monitored during reading, with sampling of eye position every msec. During selected fixations, the letters at certain locations were replaced by other letters, thus resulting in erroneous letters being present at specific retinal locations on those fixations. The eye movement data were then analyzed to determine whether errors produced an effect, and if they did, to estimate the frequency with which this occurred. Subjects were 12 college students, each of whom read 16 short passages, which yielded over 1,000 fixations in the control and two experimental conditions. The results indicated that in one instance, a manipulation that produced a 21-msec increase in fixation duration was actually producing a 151-msec increase in only 21% of the instances and was having no effect in the remaining 79% of the cases. The findings suggest that studies of eye movements in reading should use the frequency of effects analysis procedure to determine more accurately the effects of a given manipulation. (HTH)

ED 264 530 CS 008 230

Moore, Phillip J.; Kirby, John R.
The Effects of Spatial Organizers on Text Comprehension.
PUB DATE- May 85
NOTE- 15p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Comparative Analysis; Higher Education; Inferences; Influences; Interaction; *Reading Comprehension; *Reading Research; *Recall (Psychology); *Spatial Ability; *Verbal Ability
IDENTIFIERS- *Mapping; *Spatial Organizers

Sixty-eight undergraduate college students served as subjects in a study that examined the effects of reader-generated map-like representations (spatial organizers) on subjects' delayed recall of a narrative. Of interest were the possible interactions between individual difference measures (verbal and spatial ability) and map generation on comprehension and the relationship between information produced on individual maps and comprehension. Subjects were randomly assigned to one of two groups: the "Map group" (who constructed a map while reading) or the "Nomap" group (a read-only condition). All subjects read a 773-word passage describing a mythical tribe's pilgrimage. Comprehension was assessed using an 18-item multiple-choice test containing literal, inferential, and reconstruction items. Results demonstrated the differential effects of map construction on comprehension. Low verbal ability subjects were negatively influenced by map construction, particularly at the detail level, whereas for the high verbal ability subjects, comprehension was enhanced. The reconstruction and inferential results suggested different emphases in comprehension. Map construction enhanced performance on reconstruction questions but failed to facilitate text integration types of comprehension. (HOD)

ED 264 545 CS 008 249

Blanchard, Harry E.; Iran-Nejad, Asghar

Comprehension Processes and Eye Movement Patterns in the Reading of Surprise-Ending Stories. Technical Report No. 344.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 32p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Cognitive Processes; Eye Fixations; *Eye Movements; Higher Education; *Language Processing; *Reader Text Relationship; *Reading Comprehension; Reading Materials; *Reading Research; *Research Methodology
IDENTIFIERS- Surprise Ending Stories

Most studies of eye movement behavior during reading have dealt with the processes involved with local aspects of text, such as visual or graphic characteristics or individual word features. To determine if a global level of processing (pertaining to the whole text or to large sections of it) would affect eye movement patterns differently, a study examined the pattern of movements of skilled adult readers as they encountered stories with surprise endings. The subjects, 22 college students, read three surprise-ending stories while their eye movements were monitored. As a control condition, some students read versions of the stories that had been rewritten to give away the surprise at the beginning. Results showed an increase in the number of fixations associated with rereading the surprising lines of the stories when compared to the same lines in the control condition versions. There was also a small increase in the mean duration of fixations on the surprising lines, but there was no change in mean saccade length. The findings suggest that even the most global levels of processing must be considered as an influence on the eye movement control system. A three-page list of references and graphs concludes the report. (FL)

ED 264 560 CS 209 421

Stevens, George E.
Discrimination in the Newsroom: Title VII and the Journalist. Journalism Monographs Number Ninety-Four.
Association for Education in Journalism and Mass Communication.
PUB DATE- Sep 85
NOTE- 30p.
AVAILABLE FROM- Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00, single issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Age Discrimination; Court Litigation; Employer Employee Relationship; *Equal Opportunities (Jobs); *Federal Legislation; *Journalism; *News Media; News Reporting; Racial Discrimination; Religious Discrimination; Sex Discrimination; Social Discrimination
IDENTIFIERS- *Civil Rights Act 1964 Title VII; Journalists; *News Reporters

The impact of Title VII of the 1964 Civil Rights Act on the mass media is the focus of this paper. The paper provides an overview of Title VII--noting that the wording of the act leaves the courts considerable discretion in determining what constitutes a violation--and separate discussions of the protection available to newsroom personnel in the areas of racial, religious, sex, and age discrimination. Among the questions addressed are the following: (1) Under what conditions may a mass medium pay a black less than a white or a woman less than a man? (2) What behavior on the part of media employers is illegal under Title VII? and (3) When would the protection of a related statute, the Age Discrimination in Employment Act, be available to a media employee? (HOD)

ED 264 620 CS 505 136

Andersen, Kenneth E.

The Ethical Contributions of "Non-Participants" in a Communication Activity.

PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Ethics; *Influences; *Interpersonal Communication; *Moral Values
IDENTIFIERS- *Communication Behavior; *Non Participation (Communication)

The mechanisms by which nonparticipants come to exert a particular emphasis upon the ethical dimensions of the communication process and why the pressures exerted may be toward a more ideal ethic rather than toward actual practice is the focus of this paper. The paper begins by noting that an analysis of how nonparticipants contribute to the ethical dimensions of a communication activity involves at least an examination of an individual's or group's actions, and a differentiation between the mechanisms by which the individuals in a particular communication interaction derived their ethical norms and practices. The paper then explores two interests of modern ethicists that provide a basis for initial analysis of both these dimensions: (1) the analytical movement with an effort to define the nature of morality, what constitutes a morality or a moral point of view; and (2) the problem of the relationship between the morality of an individual and that of a group or society. Based on this exploration, the paper posits that nonparticipants provide a morality that constitutes a framework within which communication must function. The paper concludes that the existence of that morality legitimates intervention and pressure by nonparticipants so that they may become participants in several ways, including becoming an active participant on an immediate basis, or by having an impact upon the ultimate effect through any number of communication processes. (HTH)

ED 264 694 EC 181 343

Trohanis, Pascal L.
An Introduction to Planning Local Programs for Young Handicapped Children: An Information Resource for Local School System Personnel, Parents, and Others. State Series Paper (Number 1).
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Sep 85
NOTE- 23p.
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Disabilities; Early Childhood Education; Educational Philosophy; Intervention; Needs Assessment; Preschool Education; *Program Development; School Districts; *Teamwork

Designed to help state administrators acquaint local educators and parents to the importance of short- and long-term planning for young handicapped children, the paper examines issues for local planning teams. An introductory section provides an overview of the challenge of working with young handicapped children. Five interactive planning activities are examined (sample subtopics in parentheses): (1) obtaining authorization; (2) using a planning team (coordinator's major tasks); (3) conducting a needs assessment (community, state, cultural, and national influences); (4) formulating philosophy and goals (early childhood, special education and related areas, multicultural education); and (5) delineating the intervention service (child services, family involvement, staffing, inservice education, community awareness and liasion, evaluation, financial and business affairs, and administration, management, and coordination). A reference list is included. (CL)

ED 264 755 HE 018 928

Saavedra, Pedro; Kuchak, JoAnn

Quality Control Analysis of Selected Aspects of Programs Administered by the Bureau of Student Financial Assistance. Error-Prone Model Derived from 1978-1979 Quality Control Study. Data Report. Task 3.

Applied Management Sciences, Inc., Silver Spring, Md.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 29 Aug 80
NOTE- 53p.; For related documents, see HE 018 926-927.
CONTRACT- 300-79-0742
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; College Students; Dependents; *Disclosure; Eligibility; Error Patterns; Federal Programs; *Financial Aid Applicants; Grants; Higher Education; Interviews; Management Information Systems; *Models; Program Administration; *Quality Control; Research Methodology; Self Supporting Students; Statistical Analysis; *Student Financial Aid
IDENTIFIERS- *Basic Educational Opportunity Grants; *Fraud

An error-prone model (EPM) to predict financial aid applicants who are likely to misreport on Basic Educational Opportunity Grant (BEOG) applications was developed, based on interviews conducted with a quality control sample of 1,791 students during 1978-1979. The model was designed to identify corrective methods appropriate for different types of applicants. During interviews, applicants provided documentation regarding the information they provided on the Student Eligibility Report (SER). An analytical method known as sequential search analysis or automatic interaction detection (AID) was used to classify applicants into groups. About 32 percent of the students reported themselves as independent and almost 68 percent as dependent on the SER. The sample included 52.3 percent misreporters: 20.1 percent underclaimers and 28.4 percent overclaimers. Ten dependent and seven independent groups emerged from the model. The 17 groups are discussed, and data for each group are provided on Student Eligibility Index values, assets, taxes, and percent of error. Misreporting patterns of the student groups are analyzed, and edits for underclaimers are briefly discussed. Recommendations for program improvement and for further research are offered, and the research methodology is detailed. (SW)

ED 264 371 CE 042 488

Cepica, M. J.; And Others
Microcomputer Software for Identified Areas of Agricultural Education in Secondary Schools. Final Report.
Texas Tech Univ., Lubbock.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; *Computer Oriented Programs; Computer Science Education; *Computer Software; Curriculum Development; Educational Needs; Higher Education; *Inservice Teacher Education; Material Development; Preservice Teacher Education; Secondary Education; State Programs; *Vocational Education; *Workshops
IDENTIFIERS- *Texas

This study was conducted to investigate the feasibility of software packages for use in Texas vocational agriculture programs and to recommend strategies for future inservice educational needs of vocational agriculture teachers. The population surveyed comprised the nine teacher education programs in agricultural education in Texas, in which persons were contacted by telephone and by questionnaire, with a 100 percent return. Two software packages developed by Texas Tech University Agricultural Education personnel in cooperation with the Texas Education Agency were evaluated by 50 vocational agriculture teachers. Finally, two additional software packages, which were in greatest demand across the state according to data gathered in a teacher survey, were developed. Some of the conclusions of the study were the following: (1) universities currently providing or planning to provide computer inservice workshops used or will use instructors primarily from within their own university; (2) more than half the computers used by the universities in inservice workshops were Radio Shack models; (3) four basic categories of software are or will be used in inservice workshops; and (4) most software is obtained from commercial sources. The study recommended that a committee be formed to determine format and outline of content to be used in computer-related workshops and to acquire software to be used in each curriculum area. (KC)

ED 264 431 CE 043 153

Biester, Thomas W.; Dusewicz, Russell A.
A Validation Guide for Adult Education Projects.
Research for Better Schools, Inc., Philadelphia, Pa.

PUB DATE- 84
NOTE- 26p.; For a related document, see CE 043 152. Appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; *Adult Programs; *Demonstration Programs; *Evaluation Methods; Postsecondary Education; Program Effectiveness; Program Evaluation; *Program Validation
IDENTIFIERS- 310 Projects

This guide provides a brief overview of the issues involved in the validation process. It was developed for evaluators of adult education projects, such as 310 projects. The guide is organized in three sections. The first section discusses the rationale for validation. The second section describes the characteristics of validation models. The validation processes described are the Joint Dissemintion Review Panel Process and the Identification, Validation, Dissemination process. The final section is an overview of other issues in validation, including adoption versus adaption, evaluation experience of project staff, exemplary versus promising programs, educational versus statistical significance, responsibilities of validated program staff, and costs of validation. The guide also includes references and submission guidelines for the Joint Dissemination Review Panel Process and the Identification, Validation, Dissemination Process. (KC)

ED 264 487 CG 018 715

Zimmer, Marc
Dying on the Inside: What Every Teacher Needs to Know About Anorexia Nervosa, Bulimia, and the Individual Child.
PUB DATE- 83
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Anorexia Nervosa; Body Image; *Crisis Intervention; Elementary Secondary Education; Self Concept; Student Behavior; *Student Problems; Teacher Guidance; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Bulimarexia; *Bulimia

This document provides teachers with information on the identifying features of anorexia nervosa and bulimia and suggests steps which teachers can take to encourage individual children in more positive behavior. The paper makes clear distinctions between anorexia nervosa, bulimia, and bulimarexia, describing the symptoms of each disorder. It is noted that these eating disorders have been associated with such causative factors as distorted body image, parental pressure to diet, social and cultural milieu, a compulsive desire to achieve, a need to attain a measure of control over some aspect of the self, and rejection of sexual development. The paper acknowledges that specialized treatment from psychologists and medical doctors is needed for these children, but emphasizes that teachers can help by being aware of their students' behavior. Four steps that teachers can take to help students are discussed: (1) encouraging children to make independent decisions and choices; (2) giving students freedom to fail by showing them that they can do so and still please the teachers; (3) calling the local youth services agency to find treatment resources; and (4) talking about the problem at faculty meetings. (Author/ABB)

ED 264 590 CS 209 508

Rose, Mike, Ed.
When a Writer Can't Write: Studies in Writer's Block and Other Composing-Process Problems. Perspectives in Writing Research Series.

REPORT NO.- ISBN-0-89862-251-4
PUB DATE- 85
NOTE- 272p.
AVAILABLE FROM- The Guilford Press, 200 Park Ave. South, New York, NY 10003 ($30.00, cloth).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Cognitive Processes; Creative Writing; Elementary Secondary Education; Higher Education; Negative Attitudes; Revision (Written Composition); Writing (Composition); *Writing Apprehension; *Writing Difficulties; Writing for Publication; Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Writers Block; *Writing Attitudes

The essays in this book address various cognitive and emotional dimensions of disrupted composing and describe some of the situational variables that can contribute to it. The titles and authors are as follows: "Blocking and the Young Writer" (Donald H. Graves); "Emotional Scenarios in the Writing Process: An Examination of Young Writers' Affective Experiences" (Reed Larson); "Writing Apprehension" (John A. Daly); "An Apprehensive Writer Composes" (Cynthia L. Selfe); "Problems with Monitor Use in Second Language Composing" (Stan Jones); "Anxious Writers in Context: Graduate School and Beyond" (Lynn Z. Bloom); "Inventing the University" (David Bartholomae); "Diagnosing Writing-Process Problems: A Pedagogical Application of Speaking-Aloud Protocol Analysis" (Muriel Harris); "Psychotherapies for Writing Blocks" (Robert Boice); "The Essential Delay: When Writer's Block Isn't" (Donald M. Murray) and "Complexity, Rigor, Evolving Method, and the Puzzle of Writer's Block: Thoughts on Composing-Process Research" (Mike Rose). Name and subject indexes are included. (EL)

ED 264 605 CS 505 097

Dudczak, Craig A.
Philosophy and Reality at a Research University.

PUB DATE- Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict; *Debate; *Educational Philosophy; *Educational Practices; Educational Trends; Faculty Evaluation; Graduate Study; Higher Education; *Institutional Cooperation; *Persuasive Discourse; *Speech Communication
IDENTIFIERS- *Forensics Directors; *Research Universities

Directors of forensics at research universities are subject to a conflict between attaining pedagogically justified goals for forensic activities and the realities incumbent upon the mission of a research university. The ideal, pedagogical view of forensics maintains that a forensics program should offer a broad range of activities, should be accessible to all interested undergraduate students, and should be viewed as humanistic education. However, institutional priorities often diminish the "ideal." As research universities increase their pressures upon all faculty for research productivity, the time allocated for forensics becomes increasingly unrealistic. So the first two ideals of a program, being multi-faceted and appealing to all interested undergraduate students, are likely to be eroded by the demand characteristics and evaluation procedures operating at graduate research universities. Additionally, the shift in the field of communication from a humanistic orientation to a social/behavioral science perspective tends to delegitimize the operation of a forensics program. While there should be a shift in the preparation of the next generation of forensics directors towards this social science perspective, there is some question whether the field of communication will be as accommodating of forensics programs in research universities. (Author/HOD)

ED 264 636 CS 505 180

Hellweg, Susan A.; Kugler, Drew B.

A Rhetorical Analysis of the 1984 Bush-Ferraro Vice-Presidential Debate.

PUB DATE- Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Comparative Analysis; Content Analysis; *Debate; *Persuasive Discourse; *Political Campaigns; *Political Candidates; Rhetorical Criticism
IDENTIFIERS- Bush (George); Ferraro (Geraldine); *Rhetorical Strategies; *Vice Presidential Debates

A rhetorical analysis of the 1984 vice-presidential debate between George Bush and Geraldine Ferraro was conducted to determine argumentation tactics, argumentation flaws, reasoning strategies, and other rhetorical characteristics. The results indicated that the format of the debate allowed for little actual direct confrontation between candidates. In terms of differences in actual rhetorical/argumentative characteristics between the candidates, it appears that Bush employed more direct statements of policy, provided development and explanation more frequently, used support and evidence more frequently, and employed more loaded language than did Ferraro. However, Bush used unfamiliar jargon and ineffective transitions in his messages more frequently, and relied more often on analogies, historical references, and factual illustrations than did Ferraro. Bush used two-sided messages more frequently than his opponent, while Ferraro used the "shotgun blast" technique and attacked her opponent more frequently than did Bush, in the tradition of a challenger role in a debate. The questions given to Bush were more often hostile and leading, while those given to Ferraro were more often hypothetical or speculative. Both candidates relied heavily on talking about the position of the opponent's party ticket and on emotional appeals, primarily focusing on commonly held values. (HTH)

ED 264 648 EA 018 096

Morley, Raymond E.; Clay, Helen I.

Alternative Schools and Programs, Iowa: "Reaching Out to Help People." 1985-86 State Directory.

Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.

PUB DATE- Jun 85
NOTE- 190p.; For the 1983-84 Directory, see ED 233 489.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Dropout Prevention; *Dropout Programs; Dropout Research; *Dropouts; Elementary Secondary Education; *Nontraditional Education; Questionnaires; State Legislation; State School District Relationship; Student Needs
IDENTIFIERS- *Iowa

This directory on Iowa alternative programs for potential and actual dropouts begins with a brief summary of the state's dropout problem accompanied by nine references. Descriptions of some of the special programs and schools precede the full text of state legislation for funding and administering dropout programs. The next section, in outline form, presents the advantages and disadvantages of the following dropout prevention and alternative program approaches: tutoring, counseling/advising, advisement, work-related activities, and alternative classes. Important questions that need to be asked throughout the needs assessment and program planning process are listed. A series of statements called "Ideas for Success and Failure," based on input from 20 national leaders in the field, offers further advice about dropout programs. Three reprinted education journal articles address the following topics: (1) a summary of research on school program effectiveness; (2) a study of 13 schools in 4 states that shows alternative schools come closer to satisfying student needs than do conventional schools; and (3) predictions for alternative schools in this decade. Thirty pages of the directory are devoted to a reprint of "The Current Status of Schools of Choice in Public Secondary Education," by Mary Ann Raywid (1982). This study analyzes the responses to a 31-question survey from 1,200 of the 2,500 identified public alternative secondary schools. The questionnaire is reproduced with replies entered as percentages. The directory concludes by listing Iowa alternative schools followed by operational information for each program. (MLF)

Special Education: A Call for Quality. Final Report to Mayor Edward I. Koch of the Commission on Special Education.

New York City Office of the Mayor, N.Y.

PUB DATE- Apr 85

NOTE- 275p.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Curriculum; *Disabilities; Elementary Secondary Education; *Handicap Identification; Individualized Education Programs; Mainstreaming; Models; Referral; *Special Education; *Student Placement

IDENTIFIERS- *New York (New York)

The report presents recommendations of a commission for improving special education in New York City. The commission conducted interviews with over 300 persons, held 2 days of public hearings, and reviewed documents, publications, and laws and documents in New York and eight other states. Recommendations are offered for four major topic areas: (1) improving the assessment process and increasing regular education services (composition and supervision of school based support teams, services in regular education, representation of Black and Hispanic children in special education); (2) improving quality in the classroom (curriculum and programs, related services and individualized education programs, better training and teacher supervision); (3) placing students in the least restrictive environment (mainstreaming, decertification); and (4) integrating special and regular education (the need to integrate special and regular education at the local level for elementary and junior high school programs). A suggested outline for a new administrative structure is provided. The appendices provide the following: (1) lists of cooperating individuals and bibliographic sources (including published and unpublished materials, and legal or evaluative documents produced by New York City and several states); (2) numerous tables and a report on Committee on the Handicapped practices in New York City (Jay Gottlieb); and (3) "Proposed Statutory Amendment and Fiscal Analysis." (CL)

ED 264 416 CE 043 134

Tenant's Handbook = Cam Nan Cua Nguoi Thue Nha.
Utah State Univ., Logan. Cooperative Extension Service.
PUB DATE- 85
NOTE- 25p.; Adapted from materials from Utah Legal Services. Translated by Tuyet Seethaler.
LANGUAGE- English; Vietnamese
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Basic Education; Bilingual Instructional Materials; Compliance (Legal); Consumer Education; *Housing; *Landlords; Legal Education; Legal Responsibility; *Refugees; Vietnamese
IDENTIFIERS- *Tenants Rights

This bilingual booklet is intended to help Vietnamese refugees gain a basic understanding of tenants' and landlords' rights and responsibilities. The booklet consists of parallel English and Vietnamese translations of information dealing with the following topics: tenants' rights and responsibilities, landlords' responsibilities, eviction, deposits, procedures for protecting oneself in tenant-landlord relationships, and strategies for changing the housing system. (MN)

ED 264 502 CG 018 730

Lachance, Laurie L.
Substance Abuse Prevention in the Schools.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 192p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alcohol Education; Alcoholic Beverages; Alcoholism; *Drinking; *Drug Abuse; Drug Addiction; *Drug Education; Health Education; *Prevention; School Involvement; *School Role
IDENTIFIERS- *Substance Abuse

This is a Searchlight Plus document, an informational analysis paper based on a computer search of the ERIC database from 1966 through November 1985 and on pertinent outside resources. This paper reviews, analyzes, and interprets the literature on the topic of substance abuse prevention in schools and points out the implications of the information for human services professionals. The problems of alcohol and drug abuse among young people are discussed. It is noted that, while drug abuse by youth is declining, drinking and driving is the leading cause of death in the United States for young people. The rationale of substance abuse prevention programs as well as their components, planning, and implementation are discussed. Included in this discussion are extensive references to relevant ERIC sources. A resource list of agencies involved in substance abuse prevention is given. Sixty-four pages of computer search from the ERIC database with complete bibliographic citations are included. (Author/ABL)

ED 264 662 EC 181 311

Rutherford, Robert B., Jr.; Bigelow, Susan S.
Special Education in Adult and Juvenile Corrections: References.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Correctional Education; *Delinquency; *Disabilities; Juvenile Courts; Learning Disabilities; *Special Education

The bibliography presents approximately 170 references on special education in juvenile and adult corrections. Citations are arranged alphabetically by author's last name and also include information on title, source, date, and pagination. Entries are included from 1966 to 1984. Among topics addressed in the references are public policy, transitional programs, teaching methods, the link between learning disabilities and juvenile delinquency, legal rights, intervention, hearing and speech disorders, dropouts, social skills training, vocational and social rehabilitation, program evaluation, prevalence of handicapping conditions in youthful offenders, life skills training, counseling, needed revisions in federal policy, and behavior contracts. (CL)

ED 264 386 CE 043 011

Burley, JoAnne E.

Andragogy: Implications for Preservice-Inservice Training.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; *Adult Learning; Adult Students; *Andragogy; Classroom Techniques; Educational Needs; Educational Objectives; Experiential Learning; *Inservice Teacher Education; Postsecondary Education; *Preservice Teacher Education; Self Concept; Student Attitudes; Student Characteristics; Student Needs; Teacher Education; Teaching Methods
IDENTIFIERS- *Knowles (Malcolm S)

The concept of andragogy, which was conceived by Malcolm S. Knowles, forms the underlying principles for adult basic education (ABE) preservice and inservice training programs. Knowles identified the following five focal points that he felt should be considered by adult educators: self-concept, experience, readiness, time perspective, and orientation to learning. In light of these focal points, preservice training programs for ABE instructors should cover (1) the nature of ABE, (2) general characteristics of ABE students, (3) ABE program objectives, and (4) appropriate pedagogical techniques for ABE (programmed instruction, individualized instruction, lecture, language experience, contract learning, group discussions, group tutoring, and the Laubach method). When designing inservice training for ABE instructors, planners should remember that effective ABE programs must respond to current and changing needs, establish ties with other educational institutions, monitor teacher effectiveness, and develop credibility within the community. (MN)

ED 264 401 CE 043 069

Deere, Terrie A.; Hymel, Glenn M.
Instructional Design Applications to Nursing Staff Development.

PUB DATE- Nov 85
NOTE- 38p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Course Organization; Curriculum; *Curriculum Development; *Inservice Education; *Instructional Design; Instructional Materials; Material Development; *Neonates; *Nursing Education; Postsecondary Education; Teaching Hospitals; Units of Study

In response to an existing need in the nursing education literature, this paper suggests a comprehensive strategy for applying instructional design procedures to the staff development of in-hospital nursing personnel. Although instructional design themes are present in the nursing education literature, each entry can be characterized as focusing on either (1) a general discussion of design considerations but void of illustrative prototype instructional materials, or (2) a specific but singular feature of the design process--most frequently, the measurement and evaluation phase. This paper presents the following: (1) generic models for systematically designing nursing-oriented instruction at three levels of specificity--namely, the program syllabus or macro level, the course syllabus or intermediate level, and the instructional unit or micro level; and (2) prototype instructional materials pertaining to a unit on the physical assessment of the neonate. These generic models and prototype materials are considered in the context of an actual calendar-year program for nursing staff development currently being implemented at Children's Hospital in New Orleans. The program includes a course on neonatal critical care and the instructional materials included in this paper. It is anticipated that parallel or comparable staff development programs in nursing and other health sciences, comprised of appropriate courses and their corresponding units, might be modeled on those developed for Children's Hospital. (Author/KC)

ED 264 445 CE 043 530

Long, James P.; And Others
Avenues for Articulation: Coordinating Secondary and Postsecondary Programs. Research and Development Series No. 259.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 98p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD259--$9.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advanced Placement Programs; *Articulation (Education); Credits; Curriculum Development; Guidelines; High Schools; *Postsecondary Education; Problem Solving; Program Costs; *Program Development; Program Effectiveness; *Program Implementation; *Secondary Education; Site Analysis; Student Placement; Technical Education; Two Year Colleges; Vocational Education

This guidebook is designed to assist high schools and 2-year postsecondary institutions in planning, implementing, and operating occupational program articulation efforts. Chapter 1 presents a retrospective of program articulation and a look at program articulation today, including time-shortened programs, advanced skills programs, and other forms of articulation. Chapter 2 provides profiles of 18 articulation study sites (including contact information, purpose, type of articulation, overview, and distinctive features). Chapter 3 takes a close look at 10 articulation principles for practitioners. Examples from the study sites illustrate the principles. Action steps for articulation are listed to help educators apply these principles in their own settings. Chapter 4 examines the basic factors in planning and implementing a successful program and suggests creative ways for avoiding or resolving problems. Chapter 5 examines issues related to but not generally part of secondary-postsecondary articulation, such as sharing of facilities, contracting to deliver courses for another institution, 2-year college/4-year college "2 + 2" arrangements and the like. Chapter 6 summarizes the project findings, draws conclusions, and makes recommendations for future action. Appendices contain a list of the technical panel members, a sample of the interview protocol, samples of articulation agreements, sample curricula for advanced placement and other "2 + 2" programs, and a glossary of terms. (CT)

Witten, Barbara J.; Remer, Rory
Perceptions of Rape.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Public Opinion; *Racial Differences; *Rape; Semantic Differential; *Sex Differences; *Social Attitudes; *Socioeconomic Influences

Society does not view rape seriously. Few rape crimes are successfully prosecuted. Rape results in permanent alteration of the victim's life. Besides street rape there is no consensus on the definition of rape. This study attempts to gather people's perceptions of rape. Subjects (N=96) were approached randomly and accepted if they fit into desired gender and socioeconomic group blocks. A questionnaire using semantic differential was given to participants who defined rape relative to other constructs in their semantic spaces. Four concepts (rape, seduction, assault, and making love) were used and grouped in different orders to avoid association bias. Participants were told that the survey was about a variety of topics and the construct rape was not mentioned. The results showed that males viewed seduction and making love as similar, while females viewed seduction and assault as similar. Socioeconomic group did not have any effect except in interaction between gender and socioeconomic group on the assault-making love semantic space. Race and family type had no effects. Thirty percent of the male and 35 percent of the female respondents reported that they or someone they knew had a prior rape incident. For those reporting this prior experience, the gender effect was negated and males viewed assault and seduction as more similar to rape than to making love. Further rape research might utilize this important variable. (ABL)

ED 264 531 CS 008 231

Partridge, Susan
Rhymes: An Untapped Resource for Teaching Children to Read and Write.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Language Enrichment; *Language Rhythm; *Oral Language; *Reading Comprehension; *Reading Instruction; *Reading Programs; *Reading Writing Relationship; Spelling; Vocabulary Development
IDENTIFIERS- *Rhyme

The use of rhymes in a reading program can result in improved listening skills, increased vocabulary, improved spelling, and greater proficiency in comprehension. A rhyme can be improvised and/or adapted for every skill in the reading hierarchy. In order to make knowledge about rhyming words useful for improving reading skills, the teacher must relate the oral activity of rhyming to the visual activity of focusing the students' attention on the part of the word that is the rhyming part--the phonogram. In the matter of the mechanics of reading, the discovery of the rhyming lines through thinking that is self-initiated or stimulated by the teacher makes it easier for children to identify words that rhyme but do not look alike--do and blue, for example. Rhymes also provide a sense of order and harmony of sound. In addition to contributing to children's learning to read and write, rhymes offer some "fringe benefits" actually related to learning. For example, the collection of rhymes found in a book by W. Coley entitled "I'm Mad at You" can help children deal with varying degrees of anger. Children's deep-seated interest in rhymes challenges teachers to use rhymes as a part of their total reading program. (HOD)

ED 264 575 CS 209 474

Daiute, Colette

Using Microcomputers in Elementary Language Arts Instruction. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 4p.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Oriented Programs; *Computers; *Courseware; *Elementary Education; *Language Arts; Programed Instructional Materials; Teaching Methods
IDENTIFIERS- ERIC Digests

Intended for teachers, this digest shows that the computer can offer many efficient tools for expression, student control of writing, and instruction beyond the grammar and spelling drills most commonly associated with computers. The digest discusses the goals of the language arts curriculum, the role of the computer in the language arts curriculum, the types of computer software to use, some methods for integrating computer use into the curriculum, the expectations for student use, ways teachers can become acquainted with computer tools, and introducing young children to the computer keyboard and computer programs. (EL)

ED 264 695 EC 181 344

Nelkin, Valerie
Six State Collaborative Projects. State Series Paper (Number 3).
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 83
NOTE- 32p.; Paper originally prepared for the Office of Maternal and Child Health, Health Resources and Services Administration, U.S. Department of Health and Human Services.
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Cooperation; Coordination; Demonstration Programs; *Disabilities; Preschool Education; School Districts; *State Programs

The report describes efforts in six state projects demonstrating that communication and cooperation in state and local service delivery systems can improve services for children, especially preschoolers, with handicaps. State responses to questions of changes attributable to the project, additional resources received to continue the project, and useful project publications are summarized. The projects are characterized by concentration of efforts on the community level, focus on the preschool population, and emphasis on conducting inservice training. Abstracts of the six state collaborative projects note the agencies involved, briefly describe the project, review strategies and methodologies, discuss predicted outcomes, and conclude with an explanation of interagency collaboration. (CL)

ED 264 711 EC 181 360

Rutherford, Robert B. Jr., Ed.; Nelson, C. Michael, Ed.
Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders. Volume 7. Selected Papers Presented at the Annual ASU/TECBD Conference on Severe Behavior Disorders of Children and Youth (7th, Tempe, Arizona, November, 1983).
Arizona State Univ., Tempe, Dept. of Special Education.; Council for Children with Behavioral Disorders.; Teacher Educators for Children with Behavioral Disorders.
PUB DATE- 84
NOTE- 117p.
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($6.00, $5.00 with a purchase of 10 or more, $5.10 member price; make check payable to Council for Children with Behavioral Disorders Publications, Publication No. B299).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Behavior Disorders; Discipline; Elementary Secondary Education; Environmental Influences; Intervention; Self Control; *Severe Disabilities; Stimulation; *Student Evaluation; Teacher Attitudes; Teacher Certification; Teaching Skills

Twelve author-contributed papers representing a cross-section of resarch, practice, and professional opinion are presented from a conference on severe behavior disorders of children and youth. The keynote paper, "In Search of Excellence in Special Education" by T. Lovitt is followed by these papers: "Autism: Some Commonly Accepted Presumptions" (A. Bauer and T. Shea); "Using Multiple Peer Exemplars to Develop Generalized Social Responding of an Autistic Girl" (J. Fox et al.); "Assessment and Treatment of Self-Stimulation in Severely Behaviorally Disordered Children" (J. Maag et al.); "Physical Intervention with Emotionally Handicapped Students: Issues and Best Practices" (K. Ruhl et al.); "Education for Self-Control: Classroom Applications of Group Process Procedures" (A. Reitz et al.); "Sequential and Simultaneous Processing in Children with Behavioral or Psychiatric Disorders: Validity of the K-ABC" (S. Forness and M. Herman); "Main and Interaction Effects of Metal Pollutants in Emotionally Disturbed Children" (M. Marlowe et al.); "Reconciling Educational Rights of Handicapped Pupils with the School Disciplinary Code" (P. Leone); "Teachers' Perception of Stress and Coping Skills" (L. Wheeler et al.); "Teacher-Owned Versus Student-Owned Problems: Does It Make a Difference?" (J. Hutton and T. Turnage); and "Competency Statements and Certification Standards for Teachers of the Behaviorally Disordered: How Do We Decide What Is Important?" (C. Young and R. Gable). (CL)

ED 264 726 FL 015 380

Cumming, Alister
Simulation or Reality? A Group Project in Writing.
PUB DATE- 84
NOTE- 13p.; In: Carleton Papers in Applied Language Studies, Volume I (FL 015 370).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Applied Linguistics; Editing; *English (Second Language); *Group Activities; Higher Education; Information Seeking; Peer Evaluation; *Role Playing; Second Language Instruction; *Student Projects; *Technical Writing; *Writing Instruction
IDENTIFIERS- Carleton University ON

A small group of college students studying writing in English as a second language was assigned a written report on the university's contributions to the community. The required tasks included compilation of data, delivery of oral reports, composition of the research report, group communication, revision of drafts, documentation of sources, and peer editing. The assignment was made in the form of a fictitious letter from the university president requesting that the recipients form a committee to prepare a joint report on the subject. The letter outlined a tentative working schedule and provided supporting documents. The students chose to work independently on a study of the different faculties and to combine their findings into a full report later. Class meetings were spent outlining strategies, discussing problems and methodology, and giving progress reports. The assignment had the multiple advantages of providing motivation for students to work on a joint project while focusing on their own individual writing development, using useful technical writing skills, and learning more about their academic fields. (MSE)

ED 264 742 FL 015 440

Peters, Pamela
Writing Across the Curriculum in Australia.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; *Educational Policy; Elementary Secondary Education; Higher Education; Instructional Improvement; *Interdisciplinary Approach; Language Proficiency; *Language Role; Program Descriptions; *Writing Instruction
IDENTIFIERS- *Australia; *Language across the Curriculum

Discussions about the value of language-across-the-curriculum policy are often clouded by confusion over two different underlying principles or motives for its implementation: that it stimulates and enhances learning and that it consolidates the teaching and learning of writing in a variety of subject contents. In practice, it is the second principle that requires closer attention for successful implementation. There are fewer problems at the elementary level, where the overall objectives of instruction are longitudinal. Problems increase at the secondary level, where there is no general language curriculum serving as a reference syllabus for all subjects. There are also problems at the postsecondary level, where in Australia there is no general freshman writing course. The New South Wales Department of Education has developed a K-12 program in writing across the curriculum to consolidate and develop writing practices begun in the early years of schooling. The approaches at the elementary and secondary levels are different. On the elementary school level, the approach integrates language into the common curriculum. On the secondary level, it works toward teacher consensus and coordinated syllabi in the individual, decentralized public and private secondary schools. On the postsecondary level, Macquarie University has established an interdisciplinary committee on writing standards with some power to recommend helpful measures to the faculty senate. (MSE)

ED 264 769 HE 018 942

Skobjak, Bernadette L.; McKee, Barbara
An Evaluation of a College-Wide Planning and Budgeting Process.
Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
PUB DATE- Jul 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Budgeting; College Administration; *College Planning; Deans; Department Heads; Departments; Educational Objectives; Feedback; Higher Education; Institutional Research; *Program Administration; Questionnaires; *Scheduling; Technical Institutes; Time
IDENTIFIERS- Institutional Mission; *National Technical Institute for the Deaf NY; *Rochester Institute of Technology NY

Results of an evaluation of the yearly planning and budgeting process of the National Technical Institute for the Deaf at Rochester Institute of Technology are presented. To examine the effectiveness of modifications to the 1985 planning and budgeting system, 42 questionnaires were completed by assistant and associate deans, directors, chairpeople, and managers, and interviews were held with the dean, associate vice president, and the assistant to the director. Questionnaire findings include: 83 percent of the respondents felt the 1985 planning/budgeting calendar allowed them adequate time to involve appropriate people in the planning process; 90 percent of the administrators felt the planning calendar helped keep them on schedule; only 40 percent felt the planning process occurred at the appropriate time during the year; almost all respondents thought their department, division, or school mission profile followed the prescribed format; the main problems in developing profiles were categorizing certain activities and accounting for ad hoc projects; and about 67 percent of administrators felt interdivisional planning meetings were productive. Areas considered in the interviews were the timing of the planning/budgeting process, which currently extends for 2.5 to 3 months, and the mission profiles. The 30-page questionnaire is appended. (SH)

Sanders, Michele
The Effects of Motivation and Emotion upon Problem Solving.
PUB DATE- Aug 84
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Emotional Response; Higher Education; *Motivation; Performance; Prediction; *Problem Solving
IDENTIFIERS- *Emotions

Recent research has refuted the behaviorist approach by establishing a relationship between emotion and behavior. The data collection procedure, however, has often involved an inferred emotional state from a hypothetical situation. As partial fulfillment of a class requirement, 60 college students were asked to perform two problem solving tasks from the Wechsler Adult Intelligence Scale-Revised. Ten emotions were assessed by self-report on a 9-point scale. Subjects were asked before the tasks how well they though they would do and how much they would like it. Following the tasks the students were again asked in retrospect how well they thought they did and how much they liked the task. To assess the changes, pre-task scores were subtracted from the post-task scores. The results revealed that changes in emotional state from before to after the task were related to the subject's motivation toward the task. Altering the emotions of the subjects while engaged in problem solving altered the relationship between emotion and motivation. It was also found that motivation toward one type of problem solving could predict motivation toward other similar types. The self-report scales of emotions greatly enhanced the ability to predict. This relationship between motivation and emotional state can have an impact of the teaching of problem solving to children. (TW)

ED 264 488 CG 018 716

Aanstoos, Christopher M.

Findings and Implications of a Descriptive Approach to Thinking.

PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; *Computer Science; Computer Simulation; Creative Thinking; *Data Processing; *Decision Making; Experiential Learning; Goal Orientation; Hypothesis Testing; Memory; Models; *Phenomenology; Problem Solving
IDENTIFIERS- Chess

In this paper the theory that human thinking proceeds according to the computer model, or symbol manipulation, is reviewed and challenged. The research used as subjects five highly rated tournament chess players who "thought aloud" during a chess game to provide tape recorded protocols of decisions made while playing. These protocols were then analyzed phenomenologically in three steps. Results are presented for nine specific issues in which the phenomenological approach differs from computer simulation programs: the look ahead function, purposiveness, goal seeking, memory, overall sense of the task, level of knowing, role of experience, expectations, and opponent's style. The most significant general divergence between the two methods is noted as the computer's ability to thematize millions of possible subsequent combinations of moves while a person can thematize only a few dozen possibilities. The paper concludes that, given the divergence between the two models, a descriptive method can be useful for the psychology of thinking. Results are followed by a list of references. (ABB)

ED 264 517 CS 008 100

Maria, Katherine
New Perspectives on Diagnostic Research.
PUB DATE- 1 Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Elementary Education; *Learning Disabilities; *Learning Processes; Learning Strategies; Prior Learning; *Reader Text Relationship; *Reading Comprehension; Reading Diagnosis; *Reading Difficulties; *Reading Research; Reading Strategies; Research Methodology
IDENTIFIERS- Diagnostic Research

Predicated on the assumption that many of the problems exhibited by learning disabled children arise from difficulties they have in processing information, the program of research described in this paper was undertaken to (1) identify reading comprehension difficulties that are due to disorders in the reader, and (2) design and test effective instruction for remediating those disorders. The paper describes in detail the methodology of three studies, along with the instruments developed to identify children for each study. After a discussion of methodological problems encountered in the research, the paper concludes that the work supports previous findings indicating the interactionist nature of reading and reading disability, specifically that text structure interacts with prior learning in both good and poor readers to affect comprehension. (FL)

ED 264 546 CS 008 252

Nagy, William E.; And Others
Learning Word Meanings from Context: How Broadly Generalizable? Technical Report No. 347.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 43p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Context Clues; Elementary Education; *Incidental Learning; *Learning Processes; Learning Theories; Reading Comprehension; Reading Materials; *Reading Research; *Vocabulary Development; *Word Recognition

A study was conducted to investigate incidental learning of word meanings from context during normal reading. Subjects were 129 third grade, 85 fifth grade, and 138 seventh grade students of differing comprehension ability who first completed a vocabulary checklist containing target words and distractors, then read either expository or narrative passages from grade level textbooks. Six days after reading the selections, the students completed a multiple choice vocabulary test designed to measure their knowledge of difficult words from the passages. Small but reliable gains in knowledge of words from the passages were found at all grade and ability levels. The results suggest that getting students to read more should be an effective means for promoting vocabulary growth regardless of grade or ability. Appendices include a five page list of references and tables showing target words, and sample multiple choice questions. (FL)

ED 264 561 CS 209 425

Poetry Instruction. Motivator of the Month. Compiled from Columns in Three issues of "Notes Plus," January and November 1984 and September 1985.

National Council of Teachers of English, Urbana, Ill.

PUB DATE- 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Assignments; Class Activities; Classroom Techniques; Creative Writing; English Instruction; *Learning Activities; Literature Appreciation; *Poetry; Secondary Education; *Student Motivation; Teaching Methods; *Writing Instruction

The teaching activities presented in the four journal columns extracted here focus on understanding and writing poetry. The first column (by Carol Case) presents an introduction to poetry unit containing five preliminary steps designed to help students develop an understanding of poetry. The second column (by Carol Anderson) describes a week of poetry writing and revision, which includes writing a "beautiful words" poem, a "group" poem, a "first line" poem, and a "creature" poem. The third column (by Sandra Fisher) presents three poetry writing assignments: (1) writing a rhymed acrostic poem in which the first letter of each line, reading vertically downward, spells the student's name; (2) writing a couplet advertising a favorite food, place, or product; and (3) writing "paper bag" poetry (a game using a random collection of words). The fourth column (by Collette Luscombe) presents two poetry writing formulas that any students, regardless of grade level, can use. (EL)

ED 264 621 CS 505 139

Borchardt, Donald A.
King Oedipus and the Problem Solving Process.
PUB DATE- 12 Oct 85
NOTE- 11p.; Paper presented at the Annual Conference of the International Society for Individualized Instruction (Newark, NJ, October 12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; Convergent Thinking; Decision Making; *Drama; Information Seeking; Information Utilization; Logical Thinking; *Problem Solving; Value Judgment; *Values
IDENTIFIERS- *Oedipus Tyrannus (Sophocles)

An analysis of the problem solving process reveals at least three options: (1) finding the cause, (2) solving the problem, and (3) anticipating potential problems. These methods may be illustrated by examining "Oedipus Tyrannus," a play in which a king attempts to deal with a problem that appears to be beyond his ability to solve, and applying problem solving strategies to Oedipus's problems. Since the problem in the play is that the Greek city state of Thebes is being punished for the unresolved murder of the former king, Oedipus must find the murderer in order to lift the punishment. An outline of the appropriate problem solving process includes identifying the problem, considering possible causes, gathering information, analyzing the information, and finally finding the murderer. In addition to providing a set of circumstances for solving problems by locating the cause, the play also raises questions about personal values. It may be that questioning societal values in which universal problems were confronted was more important to Sophocles than simply solving a problem in the course of the plot of the play. (DF)

ED 264 663 EC 181 312

Stumme, James M.

Courtroom Practice Guidelines for School Psychologists: Expert Testimony and Report Writing.

Iowa State Dept. of Public Instruction, Des Moines. School Psychological Services.

PUB DATE- Aug 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Court Litigation; Disabilities; Due Process; Legal Problems; *Reports; *School Psychologists
IDENTIFIERS- *Courtroom Procedures; *Expert Witness

The monograph is intended to help school psychologists understand the special procedures, techniques, and considerations necessary for providing effective courtroom interventions, specifically expert testimony and written reports. Beginning with an explanation of lay and expert witnesses, the monograph goes on to stress the importance of pretrial preparation factors: information gathering; information dissemination; utilization of files, records, and face sheets; legal consultation and preparation; presentation of professional credentials; use of visual aids; courtroom conditioning; and dress and demeanor in court. The direct examination is then described and information provided on the adversarial process, advocacy, and responses to questions. Cross-examination, including common traps used by attorneys, is analyzed Report writing is briefly reviewed in terms of its components and its differences from the traditional psychological report. A sample written court report and one page of references concludes the document. (CL)

ED 264 756 HE 018 929

Davis, Christine K.
Accessibility to Ontario Universities, Fall 1984.
Council of Ontario Universities, Toronto.; Ontario Universities' Application Centre.

REPORT NO.- ISBN-0-88799-203-X
PUB DATE- Oct 85
NOTE- 85p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; *Access to Education; *College Applicants; *College Choice; College Programs; *Enrollment Influences; Enrollment Trends; *Foreign Countries; Higher Education; High School Graduates; Questionnaires; School Statistics; State Colleges; Technical Institutes
IDENTIFIERS- Canada; *No Shows; *Ontario; Public Colleges

Accessibility to Ontario universities in 1984 was studied to replicate a 1983 study. The study population consisted of 7,798 Ontario secondary school students who were qualified to seek admission to an Ontario university in fall 1984 but who failed to register. To identify acceptance and rejection patterns, data are provided on: the number of offers to programs of choice from any postsecondary institution and from an Ontario university only; offers by institution type for the first three choices made; main reasons affecting respondents' choice not to attend any postsecondary institution; rank order of main reasons for not accepting offers; rank order of choice by type of program; and mean grade 13 grade point average by program and whether or not an offer was received for Ontario university programs. It was found that respondents not receiving offers tended to make slightly fewer choices overall than the sample as a whole. Groups who did not receive offers were overrepresented in their choice of an Ontario university as their first choice. Appendices include the questionnaire, telephone survey answer sheet, interview question sheet, coding manual, an alphabetical listing of universities, and information on the research design and fieldwork procedures. (SW)

ED 264 372 CE 042 494

Blair, Brittain A.; And Others

Curriculum Outline for an Electronics Program with an Alternative Energies Option. September 12, 1984-June 30, 1985. Final Report.

Southeastern Illinois Coll., Harrisburg.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jun 85
NOTE- 77p.; Parts of document contain small, broken type.
CONTRACT- R-31-13-D-0332-5
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alternative Energy Sources; *Competency Based Education; Course Content; Course Descriptions; Curriculum Development; *Electronics; *Electronic Technicians; *Job Analysis; *Job Skills; Occupational Information; Postsecondary Education

A curriculum outline is presented for a competency-based program in electronics with an option in the emerging field of alternative energies. It begins with a list of common tasks performed by electronics technicians. Course descriptions are provided for nine courses in an electronics technology curriculum. The list of related tasks is included for each course. The report of the task analysis survey follows; task survey instructions and task evaluation sheets are then presented. A preliminary course list for an alternative energy option to an electronics program contains descriptions of and prerequisites for eight courses. The tasks for each of these courses are then listed. Other contents include the employee and employer surveys and their results. An appendix contains the information package with material on the energy management program. (YLB)

ED 264 417 CE 043 135

Cudaback, Dorothea; Sagert, Janis

Employed Mothers: Combining Work and Parenthood = Nguoi Me Giua Hai Trong Trach: Gia Dinh Va Nghe Nghiep.

Utah State Univ., Logan. Cooperative Extension Service.

PUB DATE- 85

NOTE- 12p.; Translated by Tuyet Seethaler.

LANGUAGE- English; Vietnamese

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Adult Basic Education; Bilingual Instructional Materials; Day Care; *Employed Parents; Females; Home Economics Skills; *Mothers; Parent Education; *Parenting Skills; *Refugees; Vietnamese

This bilingual booklet is intended to help female Vietnamese refugees learn to combine the tasks of work and motherhood. Included in the booklet are Vietnamese and English translations of a discussion of the effects of a working mother on her family, suggestions for employed mothers, and guidelines for learning about and selecting from available child care services. (MN)

ED 264 432 CE 043 157

Emergency Medical Technician-Ambulance: National Standard Curriculum. Course Guide (Third Edition).

National Highway Traffic Safety Administration (DOT), Washington, D. C.

REPORT NO.- DOT-HS-900-075

PUB DATE- 84

NOTE- 27p.; For related documents, see CE 043 158-159.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; *Emergency Medical Technicians; *First Aid; Medical Assistants; Medical Evaluation; *Medical Services; Postsecondary Education; Rescue; Student Evaluation

This course guide is intended to assist course coordinators in planning and managing a course to train emergency medical technicians to work with ambulance or other specialized rescue services. Materials are presented to enable students to perform the following functions: recognize the nature and seriousness of the patient's condition or extent of his injuries to assess requirement for emergency care; administer appropriate emergency care to stabilize the patient's condition; and lift, move, position, and otherwise handle the patient in such a way as to minimize discomfort and further injury. The guide is divided into the following sections: the instructional program (course goals, skills of the competent emergency medical technician-ambulance, student qualifications, course scope and objectives, and course design);

course planning considerations (course scheduling, class size, instructor qualifications, materials and equipment, facilities, and course costs); and program management and evaluation (maintaining records, assessing student achievement, and program evaluation). (MN)

ED 264 591 CS 209 509

Ladner, Benjamin, Ed.
The Humanities in Precollegiate Education. Eighty-third Yearbook of the National Society for the Study of Education. Part II.
National Society for the Study of Education, Chicago, Ill.
PUB DATE- 84
NOTE- 198p.
AVAILABLE FROM- University of Chicago Press, 5801 Ellis Ave., Chicago, IL 60637 (write for price); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 21950, $17.00 member, $20.00 nonmember).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Educational History; *Educational Improvement; Educational Policy; Educational Trends; English; *Humanities; *Humanities Instruction; Secondary Education; Second Languages; Social Sciences; Values

Recognizing that the task of those who teach the humanities is now to identify the common ground on which persons can gather to make responsible judgments about the quality of life in light of past traditions and the competing demands of the future, this collection of essays explores the changing definition of humanistic studies and their current place in the secondary school curriculum. Following an introduction by Benjamin Ladner on the humanities and the schools, the essays are divided into three sections: reshaping humanities inquiry, humanities at the threshold of the disciplines, and the humanities and school programs. The 11 essays and their authors are as follows: (1) "The Decline of Humanistic Studies in the American School Curriculum" (Herbert M. Kliebard); (2) "The Vision of the Humanities for the Young" (Robert Coles); (3) "Cultural Literacy: Time for a New Curriculum" (John McDermott); (4) "The Place of Language in the Precollegiate Humanities Curriculum" (Germaine Bree); (5) "The Teaching of History in American Schools" (Abraham Ascher); (6) "Values, Ethnicity, Social Science Research, and Educational Policy" (James A. Banks); (7) "Can the Humanities Be Taught in American Public Schools?" (Elliot W. Eisner); (8) "The Humanities and the Summoning Reader" (Benjamin DeMott); (9) "The Paideia Proposal and American Education" (Edwin J. Delattre); (10) "Precollegiate Humanities: Leadership and Curriculum Issues" (Francis Roberts); and (11) "Implementing Successful Humanities Courses and Programs" (Benjamin Ladner). (HTH)

Keefe, Carolyn
A System for Evaluating Tournament Competition for Academic Credit.

PUB DATE- 5 May 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; *Debate; *Grading; Higher Education; *Persuasive Discourse; Program Descriptions; Self Evaluation (Individuals); *Speech Communication; *Student Evaluation
IDENTIFIERS- *Debate Tournaments

Students in the speech and theatre department at a Rhode Island university can receive one to three credits for forensic tournament participation and/or student coaching. A four-part evaluation system was designed to grade tournament participation. Students are notified by memo at the beginning of the semester that their final grades will be based on ratings from the student, the student's coach, Level 3 team members (those who have attended nine or more tournaments), and the Director of Forensics. The students provide a self-evaluation based on four criteria: interest in personal development, attitude toward forensic participants, support of team activities, and tournament success. The coach also rates the student on the first criterion, Level 3 team members on the second criterion, and the Director of Forensics on the third and fourth criteria. A grade summary sheet is mailed to each student, showing the grade for each of the four criteria, as well as the final grade. This grading system has several important features: it (1) is an integral part of the speech curriculum, (2) informs the learner about the criteria on which he or she will be graded, (3) evaluates both intellectual and social development, (4) includes input from multiple segments of the forensic program, (5) provides written feedback for the student, and (6) uses an organized method of record keeping. (Copies of the student memo, the self-evaluation sheet, and evaluation sheets for the coach, Level 3 team members, and the Director of Forensics are included.) (HTH)

ED 264 679 EC 181 328

Fichten, Catherine S.; Martos, John G.
Cognition Coding Manual: Interaction between Able-Bodied and
Physically Disabled People.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Attitude Measures; *College Students; *Emotional
Adjustment; *Interaction; *Interpersonal Relationship; *Physical
Disabilities; *Rating Scales; Social Behavior

The manual presents an emperically tested coding system for thoughts concerning interaction with same-sex able-bodied or physically disabled college students. Although the system was developed for use with written thought listing, it may be adapted to in vivo or audiotaped thought listing. Thoughts are coded both for valence (positive, negative) and focus of attention (self-referent, other-referent, situation-referent). The manual provides information on general rules, definitions, examples of each of the codes, as well as a male and female version of the questionnaire, Cognitive Role Taking Tasks. The items on this measure discribe frequently occurring interaction situations between able-bodied and wheelchair user students in the college context. Respondents are asked to quantify their feelings of comfort/discomfort in various settings and situations. (CL)

ED 264 387 CE 043 014

Fontaine, Anne; And Others
Education and the Elderly in France. Report for the International Conference on Adult Education (4th, Paris, France, March 19-29, 1985).
International Center for Social Gerontology, Paris (France).
REPORT NO.- ISBN-2-901653-16-2
PUB DATE- Mar 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Aging (Individuals); Delivery Systems; *Educational Needs; Educational Objectives; Educational Opportunities; Educational Planning; *Educational Practices; *Foreign Countries; *Older Adults; Postsecondary Education; Program Administration; Program Content
IDENTIFIERS- *France; UNESCO

These proceedings of a UNESCO conference include the following papers: "Foreword," by Anne Fontaine; "Education and the Elderly in the Second Medium-Term Plan of UNESCO (1984-1989)," by Mir Sarfaraz Husain; "Introduction," by Genevieve Vaucher; "Part I: Adult Education and Aging," by Genevieve Vaucher; "Part II: Educational Programmes for and by the Elderly," by Colette Douriez; "Part III: Future Prospects and Recommendations," by Genevieve Vaucher; and "Conclusion," by Pierre Brasseul. A bibliography of works on education for older adults in France concludes the proceedings. (MN)

ED 264 474 CG 018 702

McKenna, Ralph J.

Collegiate Learning and the Dormitory Environment: Relative Effects of Dorm Noise, Rock and Roll, Television Audio, and Sounds of Nature.

PUB DATE- Apr 83
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (29th, San Antonio, TX, April 21-23, 1983).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Dormitories; Females; Higher Education; *Music; *Noise (Sound); Student Behavior; Study; *Study Habits; *Television

A newer discipline called environmental psychology has begun to study the effects of noise, particularly on task performance and reactional behavior. In the 1970's college dormitories liberalized their living conditions; this led to fewer quiet hours. College students may not move off campus to find a quiet environment for studying. Dormitory students deal with the noise by studying elsewhere or drowning out outside noise with their own stereo or television. It was hypothesized that college students attempting to study under various audio environments would evaluate material and author less favorably and make more errors as their ability to control the environment decreased. Female subjects (N=64) volunteered. A dormitory situation was simulated with recorded noises: (1) dormitory noise; (2) rock and roll music; (3) television; (4) bird sounds; and (5) silence. Subjects were given a psychology chapter to read. The participants rated their evaluations of the informativeness of the chapter, the quality of the writing, their liking of the chapter, and their liking of the author. Quiz performance was scored. The results showed that the dorm noise group scored significantly lower in all comparisons. Rock and roll and television noise did not affect comparisons. This research might point out the need for dormitories to be quiet in order to ensure quality of study. A floor plan of the simulated dorm used for the experiment is included. (ABL)

ED 264 503 CG 018 731

Feinberg, Gary

The Role of the Elderly Defendant in the Criminal Court: Full Dress Adversary or Reluctant Penitant?

PUB DATE- Nov 85
NOTE- 29p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; Age Discrimination; *Court Litigation; Criminals; *Due Process; Equal Protection; Lawyers; *Legal Aid; *Older Adults; Racial Factors; *Sentencing
IDENTIFIERS- *Defendants

Approximately 200,000 persons aged 60 and older are arrested annually in the United States and over 50,000 of these persons are formally accused of a crime each year. An exploratory study was conducted to probe the adversarial posture of elderly misdemeanant defendants. An analysis of 4,976 cases drawn from the official dockets of the Dade County Court, Miami, Florida, was undertaken to determine the extent to which the elderly avail themselves of three due process protections: (1) the not guilty plea; (2) attorney representation; and (3) jury trials. Variances by age, sex, and race over a 10-year period (1974-1984) were statistically tested using standard X super 2 procedures and related Phi super 2 tests of association. Results showed that elderly misdemeanant defendants were not only nonadversarial, but they were consistently, if not significantly, less adversarial than similarly accused younger defendants. Recent changes, however, suggest that a new breed of elderly misdemeanant defendants is emerging, one more likely to assert innocence and to demand due process protections. The findings suggest that further research and a more rationally conceived and effective elderly justice system are needed. (Author/ABB)

ED 264 576 CS 209 475

Young, Gay L.; Robicheaux, Laura
The Language of Flowcharting. Feature Project.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Dec 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Computer Literacy; Elementary Education; *Flow Charts; Language Arts; Logic; *Teaching Methods

The teaching activity presented in this paper focuses on giving students in grades four through seven a headstart on future computer classes, and provides a practical way for students to use language and logic. The paper presents a step-by-step lesson in flowcharting, including discussions of the special purposes for various shapes in a chart, such as rectangles for directions to follow, circles for starting and stopping, and diamonds for yes or no decisions. It then presents the steps for a specific task, from which students working in small groups can construct the appropriate flowchart, and an empty diagram, into which students can insert the appropriate steps. (HTH)

ED 264 637 EA 017 562

Robbat, Richard J.
Computers and Individualized Instruction: Moving to Alternative Learning Environments.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; International Council for Computers in Education, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-924667-27-3
PUB DATE- 86
NOTE- 55p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; quantity discounts; $2.50 for shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrators; Adoption (Ideas); Change Strategies; *Computer Assisted Instruction; *Computer Managed Instruction; Computer Oriented Programs; *Educational Change; *Educational Environment; Educational Technology; Elementary Secondary Education; *Individualized Instruction; Inservice Teacher Education; Management Development; *Microcomputers; Problem Solving; Programing; Training Methods
IDENTIFIERS- Coaching; *Student Computer Integrated Learning

The overall focus of this booklet is on planning for change that allows for integration of computers into articulated learning environments that will enhance the learning goal of students. The first chapter presents four major themes to increase the likelihood of combining computers and individualized instruction in schools: (1) a revitalized form of computer-assisted instruction (CAI); (2) the utilization of computers by students for their own learning goals; (3) the use of a comprehensive instructional management system; and (4) the willingness of educators to provide alternative educational environments in harmony with technology. Chapter 2 begins the discussion of CAI with a brief history and moves to the four levels of CAI that range from drill and practice to systems that create a model for each student and modify it as learning progresses. Chapter 3 presents a Student-Computer Integrated Learning (SCIL) model that shifts the focus from students being passive recipients to their use of computers as a medium for learning. This model makes extensive use of computer-based simulations. Ways to reorganize schools consistent with SCIL that would personalize an individual's educational experiences are suggested in chapter 4. In chapter 5, a 4-year training program, using the "coaching" model, is proposed for educators and administrators to transfer skills to the educational process. The last chapter describes the need for a sophisticated instructional management system--Educator-Computer Integrated Management (ECIM)--to keep track of the progress of each student. Three pages of references complete the booklet. (MLF)

ED 264 649 EA 018 097

McCurdy, Jack
Choices in Schools: What's Ahead and What to Do. Education USA/Special Report.
National School Public Relations Association, Arlington, Va.
PUB DATE- 85
NOTE- 62p.
AVAILABLE FROM- Publication Sales, National School Public Relations Association, 1501 Lee Highway, Suite 201, Arlington, VA 22209 (Stock No. 411-13366; $18.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Admission Criteria; Catholic Schools; Educational Vouchers; Elementary Secondary Education; Free Choice Transfer Programs; Home Schooling; Magnet Schools; Nontraditional Education; Open Enrollment; Parent Aspiration; *Parent Attitudes; *Parent School Relationship; Parochial Schools; *Private Schools; *Public Schools; *School Choice; Tax Credits

There are parents and students who are to be won or lost depending on which sector--public or private--answers their calls for programs to match their learning styles and desire for rigor, vitality, and variety. This report examines where choice has evolved from, what it offers parents and students, and how its disappearance could affect this society. Chapter 2 explains how choices in public schools have grown since the 1960's with more than an estimated 10,000 alternative schools and hundreds of magnet programs. Succeeding chapters concern research on choice, curriculum alternatives in comprehensive high schools, magnet schools, the voucher idea, home schooling, tax credits, and searching for value choices. Specific chapters are devoted to "Los Angeles: A Study in Choices" and "Private Schools: An Enrollment Saga." Chapter 8, "'Unconventional' Choices," discusses vouchers already in place in three states, students enrolled in schools near their parents' work place, day care programs, residential magnet schools, and proprietary schools. The last chapter, "Planning for Choices," is followed by a public relations plan for education choice and a bibliography. (MLF)

ED 264 727 FL 015 408

Lipton, Gladys C., Ed.; And Others
The Many Faces of Foreign Language in the Elementary School: FLES, FLEX, and Immersion.
American Association of Teachers of French.
PUB DATE- Nov 85
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; Elementary Education; *FLES; French; German; Greek; *Immersion Programs; *Introductory Courses; Italian; Japanese; Polish; Program Descriptions; *Program Design; Russian; *Scheduling; Second Language Instruction; Serbocroatian; Spanish; Time Factors (Learning)

Examples of four kinds of elementary school programs in second language instruction are described: eight Foreign Language in the Elementary School (FLES) programs, one Foreign Language Experience or Foreign Language Exploration (FLEX) program, one partial immersion program, and one [illegible]cal immersion program. An introductory section provides generally accepted definitions of the program types and characteristics, and a chart outlines the general goals and amount of class time spent per week in each. Each program description is accompanied by a chart noting the program type, language(s) taught, methodology and classroom activities, emphasis given each of the four language skills (listening, speaking, reading, and writing), materials used, teacher characteristics, student characteristics, and program articulation with the upper grades. Most programs provide instruction in French and/or Spanish, but other languages taught include German, Japanese, Modern Greek, Polish, Russian, Italian, Serbocroatian, Latin, Korean, and others, depending on teacher availability. A prefatory section also describes the functions and activities of the FLES Exploratory Commission of the American Association of Teachers of French. (MSE)

ED 264 402 CE 043 072

Looney, Era; Couch, Sara
Information Seeking Patterns of Parents Residing in Arkansas.
PUB DATE- 7 Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Educational Resources; *Information Seeking; *Information Sources; *Information Utilization; *Parent Education; *Parent Materials; Parents; Postsecondary Education; Resource Materials; Use Studies
IDENTIFIERS- *Arkansas

This study surveyed families in Arkansas to obtain information on where parents acquire advice and information to assist with their childrearing efforts. The sample for the study were 23 parents of the University of Arkasas' nursery school children, 24 parents of first-grade children in a rural Arkansas county, and 18 parents located throughout Arkansas who have participated in an eight-state regional parenting research project. Sixty-nine of these 118 parents responded to a questionnaire (58 percent). The questionnaire assessed (1) parental use of 20 different sources of childrearing information and the perceived helpfulness of each source, (2) childrearing topics that would be most helpful in parenting efforts, and (3) family demographic data. Data analyses indicated that parents used a variety of sources for childrearing information. The five sources that received the highest percentage of use by parents were books, physicians, parents, friends, and magazines. The top five sources ranked as most helpful were classes and discussion groups, ministers, newsletters, mental health center, and physicians. Older parents used teachers, friends, books, and newspapers more than younger parents. Parents with more years of education used friends, books, classes and discussion groups, pamphlets, and physicians more than the parents with fewer years of education. Parents with fewer years of education used school counselors and ministers more than parents with more years of education. Fewer parents working outside the home used parents-in-law, magazines, and other sources; fewer homemakers used teachers as a source for childrearing information. The study concluded that these results could be used by parent educators in tapping into highly used resources and revamping sources that receive little use. (KC)

ED 264 460 CG 018 688

Midlarsky, Elizabeth; Oliner, Samuel P.

The Aged Samaritan: Heroes of the Holocaust Forty Years Later.

PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Helping Relationship; *Motivation; *Older Adults; Self Concept; *Self Esteem; *Well Being
IDENTIFIERS- Helping Behavior; *Holocaust; *Risk Taking; Self Efficacy

Recent research indicates that helping others is associated with competence, personal control, and a sense of well-being and that the elderly often express altruistic attitudes and help others. The current period, 40 years after the termination of World War II, presents a final opportunity to study those individuals who had engaged in extreme self-sacrifice earlier in their lives, and to investigate the impact of heroic behavior on well-being during the later years. A theoretical model depicting causal links among antecedents, heroic behaviors and outcomes is hypothesized. The proposed set of relationships is based on concepts derived from theories of the reciprocal nature of social interaction, competence theory, and distinctions drawn between a primary reliance on situational factors versus internalized motives as determinants of heroic actions. Authenticated rescuers, persons engaged in general resistance activities, and persons neither engaged in rescue nor resistance activities, all of whom lived in Europe during the Holocaust, were interviewed to test the hypothesis. Results revealed that authenticated rescuers engaged in a greater variety of helping activities compared with others. Preliminary findings offer additional support for the model which predicts that the competent rescuer would experience an increased sense of efficacy into old age. Statistical analysis will be performed later. (Author/ABL)

ED 264 532 CS 008 234

Walker, Rena M.
Construct Systems of Seventh-Grade Students and Their Relationships to Reading Achievement.
PUB DATE- 84
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; *Cognitive Processes; Comparative Analysis; Concept Formation; Elementary Education; Grade 7; *Metacognition; *Reading Achievement; *Reading Difficulties; Reading Instruction; Reading Materials; *Reading Research; *Reading Strategies

A study was conducted to examine students' reading difficulties from a metacognitive perspective by considering the content of their awareness and the control they demonstrated over that awareness as they reflected on similarities and differences in various types of reading materials. Subjects were 35 seventh grade students representing seven different achievement levels on the reading comprehension and vocabulary subtests of a standardized achievement test. The repertory grid technique devised by G. A. Kelly was used to elicit subjects' constructs about nine different types of reading materials (including advertisements, maps, and storybooks) that represented different purposes and comprehension levels and offered chances for subjects to construe both surface and deep level structures. Significant differences were found on the number of deep level constructs among the low, middle, and high ability groups. Although high achievers used more deep level constructs that were elaborated and refined, they did not reduce their number of surface or low level constructs. Cluster patterns representing the organization of materials according to similarity of reading purposes were found in a moderate degree at the middle achievement levels; however, complexity cluster organization, construction, and integration were evident only in the highest level. The 10 content categories that emerged from the constructs were highly similar for all achievement levels. The report includes a five-page list of references. (FL)

ED 264 547 CS 008 260

Edwards, Paul I., Jr.
Perceived Leadership Behaviors and Demographic Characteristics of Principals as They Relate to Student Reading Achievement in Elementary Schools.
Florida Educational Research and Development Council, Inc., Sanibel.
PUB DATE- 84
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Administrator Characteristics; Administrator Responsibility; Educational Research; Elementary Education; *Leadership; *Leadership Styles; *Principals; *Reading Achievement; *Reading Research; School Demography; School Effectiveness; *Teacher Administrator Relationship

The responses to two questionnaires by the principals and 186 randomly selected teachers from 40 elementary schools from Hillsborough county (Florida) provided the data for a study that examined whether principals of schools demonstrating high and low levels of student reading achievement differed in leadership behavior and/or demographic characteristics. Student reading achievement was determined by comparing scores from the Comprehensive Test of Basic Skills and the Test of Cognitive Skills. One questionnaire focused upon the principals' involvement behavior with teachers, students, and parents in reading, while the other focused on the demographic characteristics of the principals. The findings supported the hypothesis that the principals of schools with more effective reading programs were more effective in the areas of personnel management, public relations and assuming ultimate responsibility for instructional leadership within the school. The results of the data analysis, however, indicated no relationship between the demographic characteristics of the principals and the levels of student reading achievement in their schools. Appendices include questionnaires for principals and teachers, as well as a substantial bibliography. (HOD)

ED 264 562 CS 209 427

Writing Assignment of the Month. Compiled from Columns in Six Issues of "Notes Plus": April, September, November 1984; January, April, September 1985.

National Council of Teachers of English, Urbana, Ill.

PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Assignments; Class Activities; Classroom Techniques; Creative Writing; *English Instruction; *Learning Activities; *Literature Appreciation; Secondary Education; *Student Motivation; Teaching Methods; Writing Improvement; *Writing Instruction; *Writing Skills

The nine teaching activities presented in these six extracted journal columns focus on writing assignments. The first assignment (by Gail Parson) presents a unit in which students compare the techniques used by four respected authors to evoke the world of dreams, and then--using what they learn from reading and talking about these stories--they write an original story built on dreams. The second assignment (by Mary Burman) combines new fiction for junior high students with topics for library investigation by assigning a novel to read along with an investigation of the social or personal problem dealt with in the novel. The third assignment (by John Bushman) suggests activities for prewriting before a writing unit and before specific assignments. The fourth assignment (by L. D. Groski) offers students an opportunity to explore the effects of clothes in people's lives and literature through writing, classroom discussion, and reading short stories. The fifth assignment (by Kristen Leedom) involves having students from Edgar Lee Master's "Spoon River Anthology," do research on ancestors and write a poem about them, write a poem about themselves, and publish a booklet. The sixth assignment (by James Upton) presents a list of writing guidelines and related activites. The seventh assignment (by Amy Levin) discusses teaching students how to write vivid descriptions of ordinary objects. The eighth and ninth assignments, (by Duane Pitts and Joseph Foley, respectively) based on Maurice Sagoff's "Shrinklits," require that students use their own words and imagination to paraphrase a poem, story, chapter, or novel in several short rhymed verses. (EL)

ED 264 622 CS 505 140

Braithwaite, Dawn Ohlendorf; And Others

Ablebodied and Disablebodied Persons' Communication: The Disabled Person's Perspective.

PUB DATE- Feb 84

NOTE- 31p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Communication Problems; *Communication Research; Comparative Analysis; Confidentiality; *Disabilities; *Interpersonal Communication; Interpersonal Relationship; *Perspective Taking; *Self Disclosure (Individuals); *Speech Communication

To determine whether or not disabled persons see communication between themselves and able-bodied persons as different from communication with other disabled persons, telephone interviews were conducted with 27 orthopedically disabled persons. Aside from answering demographic questions, subjects were asked questions regarding when the subject would disclose information about the disability, the reasons for disclosing, and the reasons for not disclosing information about the disability. They were also asked to assess able-bodied and disabled person's communication with them. The telephone interviews lasted approximately 25 minutes, with subjects being given additional time to ask questions or add information if they so desired. A factor analysis of the data revealed that persons with disabilities perceive communication with able-bodied persons as being different from communication with other disabled persons. Disabled persons assess the rewards and costs of the disclosure, the relational importance of the other person, their own comfort, and the other person's comfort in deciding whether to talk about their disabilities. A bibliography and tables are appended. (HOD)

ED 264 696 EC 181 345

Hagerty, George J.; Abramson, Marty
Impediments to Proactive Policy Change for the Mildly Handicapped.
PUB DATE- Apr 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Delivery Systems; *Educational Trends; Elementary Secondary Education; Financial Policy; *Mild Disabilities; *Public Policy; Special Education; Trend Analysis

The paper examines the urgent need for timely action in the education of mildly handicapped students. Data are cited to show the rapid acceleration in identification of this population, principally those students identified as learning disabled. Fiscal concerns are explored, and the lack of recent data on expenditures across the range of special education service delivery models is noted. Research is reviewed which casts doubts on the adequacy of programs for mildly handicapped students and on the accuracy of evaluation and measurement procedures. The final section addresses obstacles to policy change in special education, including deficiencies in the existing database, the categorical nature of existing program and funding structures and of personnel preparation programs, and problems within the service delivery systems. (CL)

Auerbach, Arnold J.
Professors in Retirement: The Emeritus College Model.
PUB DATE- 14 Nov 84
NOTE- 10p.; Paper presented at the Annual Meeting of the Gerontological Society (San Antonio, TX, November 14, 1984).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *College Faculty; Gerontology; *Helping Relationship; Higher Education; Instruction; Mentors; *Older Adults; Recreational Activities; Research; *Role Perception; School Community Relationship; *Teacher Associations; *Teacher Retirement
IDENTIFIERS- *Professors Emeritus; Southern Illinois University

The environment experienced by many retired faculty is described, and the benefits of a college or center of emeritus faculty are identified. A center of emeritus professors that is recognized as an official entity of a university can help mobilize and encourage retirees to continue their service to the institution and the community. The retirees can organize colloquia, develop special projects that are too time-consuming for regular faculty, and aid in fund-raising, alumni activities, and community relations. Projects of an Emeritus College at Southern Illinois University include: summer educational and recreational programs, a tutorial and mentorship service to students, a series of adult education classes and lectures at a senior citizens center, and preretirement discussions for university staff. The Southern Illinois center has an annual budget, fiscal officer, office help, and an advisory board of retired faculty who meet monthly. None of the center's projects duplicates, overlaps, or displaces the regular teaching, research, or advisement activities of the regular faculty. For the student and faculty in the gerontology program, there is an added opportunity for field practice, and an additional resource for gerontological research and innovation. (SW)

Endo, Russell
Bibliography on Asian American Studies Programs in Higher Education. Research Paper No. AA-2.
Colorado Inst. for Social Research, Boulder.
PUB DATE- 85
NOTE- 11p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Asian Americans; Bibliographies; *College Programs; Cultural Influences; *Ethnic Studies; Higher Education; *Minority Groups; *Pacific Americans

A bibliography on Asian and Pacific American studies programs is presented. The listing contains 36 papers, articles, and reports on Asian and Pacific American studies programs for students, instructors, educational administrators, and researchers. The articles primarily deal with Asian American studies programs and not with scholarly work in the field. The articles do not focus on activities of Asian American student organizations. Information on sources of information on Asian American programs is included. Items available through ERIC are noted. (SW)

ED 264 418   CE 043 136

Keeble, Vera B.
Winter Clothing--A Survival Guide for the Indochinese People in Utah = Vai Loi Chi Dan Dong Bao Ti Nan Bong Duon Ve Cach An Mac Cho Am Ap Trong Mua Bong Ret Buot O Utah. Care Labels = Nhan Ao Quan Chi Dan Cach Giat Nhung Do May San.
Utah State Univ., Logan. Cooperative Extension Service.
PUB DATE- 85
NOTE- 18p.; Translated by Tuyet Seethaler.
LANGUAGE- English; Vietnamese
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Basic Education; Bilingual Instructional Materials; *Clothing; Clothing Instruction; Home Economics; *Homemaking Skills; *Refugees; Vietnamese

This package consists of various bilingual instructional materials for use in helping Indochinese refugees learn basic clothing management skills. Included in the package are Vietnamese and English translations of instructional booklets dealing with selecting and caring for winter clothing and reading labels explaining clothing care requirements. (MN)

ED 264 433 CE 043 158

Emergency Medical Technician-Ambulance: National Standard Curriculum. Instructor's Lesson Plans (Third Edition).

National Highway Traffic Safety Administration (DOT), Washington, D. C.

REPORT NO.- DOT-HS-900-073
PUB DATE- 84
NOTE- 343p.; For related documents, see CE 043 157-159.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Classroom Techniques; Course Content; Course Descriptions; *Emergency Medical Technicians; *First Aid; *Injuries; Lesson Plans; Medical Assistants; *Medical Services; Postsecondary Education; Rescue; Teaching Methods; Units of Study

This set of instructor's lesson plans is one of three documents prepared for the Emergency Medical Technician (EMT) National Standard Curriculum. It contains detailed outlines of course content and guidance for teaching each course lesson. The training course contains 33 lessons covering all emergency medical techniques currently considered to be within the responsibilities of the EMT providing emergency care with an ambulance service. Each lesson consists of the following parts: (1) title page and objectives, total lesson time, and student performance objectives for the lesson; (2) requirements for equipment, materials, illustrations, instructors, and facilities; (3) instructor tasks needed to prepare for teaching the lesson; and (4) a detailed lesson outline and suggested instructional strategy. For the evaluation lessons, aids for developing evaluation checklists are included. A synopsis of the 33 lessons appears in the introduction to the lesson plans. Appendixes to the lesson plans include the American Heart Association cardiopulmonary resuscitation guidelines, a bibliography, and in-hospital clinical guidelines. (KC)

ED 264 446 CG 018 628

Ehly, Stewart
Crisis Intervention Handbook: Guidelines for the School Psychologist.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
PUB DATE- Sep 85
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Child Abuse; Children; *Crisis Intervention; Elementary Secondary Education; *Evaluation Methods; Family Problems; *Psychological Evaluation; *School Psychologists; *Sexual Abuse
IDENTIFIERS- *Life Space Interview

This handbook explores the dynamics of crisis and the alternatives available to school psychologists in working with students, teachers, and parents. The materials contained in this manual are designed to help direct the school psychologist to other support services in the school and community. The role of the school psychologist in confronting crises is explained, problems facing children and adolescents are examined, and suggestions for interventions by psychologists are given. Assessment issues in crisis interventions are discussed and physical, emotional, and behavioral signs of crisis are listed. Physical and behavioral indicators of various types of child abuse and neglect are also listed. Several structured assessment interview formats that may be useful in assessing a child in a crisis situation are explained and instruments developed to assess family stress are discussed. School psychological services to children in crisis are reviewed with discussions centering on instances in which children were referred to psychologists for immediate action. Crisis situations are described in the areas of sexual abuse, suicide and suicide threats, psychosomatic complaints, and family problems. The technique of life space interviewing is described and steps in the interviewing process are given. Crisis management in rural areas is considered. The handbook concludes with an annotated list of additional resources for the school psychologist, an extensive reference list, and appendices which contain information on incest, sexual abuse, and the life space interview. (NRB)

ED 264 489 CG 018 717

Browne, Ellen; Cicirelli, Vic

Evaluation of Adult Day Care: Perspectives of the Researcher versus the Practitioner.

PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the Annual Scientific Meeting of the Geronotological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Day Care; *Evaluation Methods; *Evaluation Problems; Health Personnel; *Human Services; Medical Care Evaluation; Older Adults; *Program Evaluation; Researchers

The problems and usefulness of an evaluation plan used to evaluate the adult day care services at Parkside Human Services Corporation are examined in this report. After the initial agreed upon objectives of the evaluation are given, the basic problem of disagreement between practitioner and researcher on operation of the program during the evaluation is detailed. Modified objectives and a method of evaluation suitable to both practitioner and researcher are then listed. The three types of data collected (trend data, tracking data, and data on clients' and family caregivers' satisfaction with the day care program) are mentioned, followed by a description of how each type of data was used in the evaluation. An assessment of the evaluation methods concludes that although not scientifically rigorous, the method is practical because of its easy implementation. It is noted that this method can be used to determine progress in achieving desired changes in clients and to suggest hypotheses about modifying program activities to help clients maintain or resume progress. (ABB)

ED 264 518 CS 008 181

Rasinski, Timothy V.

Readers' Identification of Levels of Importance in Expository Texts: An Exploratory Study.

PUB DATE- Dec 85
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Reading Achievement; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Processes; *Reading Research; Reading Skills
IDENTIFIERS- *Text Learning

A study was conducted to explore readers' ability to identify information of high and low importance. Specifically, the study explored (1) whether the ability to prioritize or structure information in texts was consonant with proficient reading, (2) whether the ability to prioritize information from texts was dependent upon the memory capacity and/or decoding ability of the reader, and (3) whether the ability to prioritize information that is read follows a developmental sequence. Subjects--75 third-grade and 62 fifth-grade students from two elementary schools identified as high, middle, or low reading achievers--read orally and silently an expository passage from an unfamiliar elementary social studies textbook. They then rated units within the text as of high, middle, or low importance. Analysis of student scoring indicated that in both third and fifth grades the more proficient readers appear to have a greater ability to identify priority information in expository texts. Results suggest a developmental trend, because at every achievement level the performance of fifth graders was greater than that of third graders within the same achievement levels. The major implication of this study points to the need for children to be given aid and instruction in the identification of important pieces of information from texts. (EL)

ED 264 664 EC 181 313

Wood, Frank H., Ed.; And Others
The Iowa Assessment Model in Behavioral Disorders: A Training Manual.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.

PUB DATE- 85
NOTE- 258p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; Criteria; Decision Making; Definitions; Educational History; Elementary Secondary Education; Eligibility; *Evaluation Methods; *Handicap Identification; Models; State Standards; *Student Evaluation
IDENTIFIERS- *Iowa

The manual is intended to present professionally defensible and generally agreed on criteria for the identification of students with behavior disorders in Iowa. Six major topic areas are examined in separate chapters: (1) overview of behavioral disorders in Iowa (historical background, assumptions underlying definition, desired use of definition by professionals in Iowa); (2) characteristics of behaviorally disordered youth (the Iowa definition, programmatic considerations, cautionary notes); (3) decision making: eligibility and programming options (legal mandates, student needs, steps in quality decision making); (4) setting analysis (theoretical framework, procedural overview, and specific assessment procedures); (5) pupil behavioral data (formal systematic observations, behavioral rating scales, parental perceptions); and (6) individual trait data (assessment methods, projective techniques, self report measures). Each chapter includes a list of references; some chapters also include appendices. (CL)

ED 264 680 EC 181 329

Ries, Gina M.
Assuring Nutrition Services to North Carolina's Developmentally Disabled Children. Final Report, 2/1/84 to 9/29/84.
North Carolina Univ., Chapel Hill. Div. for Disorders of Development and Learning.
SPONS. AGENCY- North Carolina State Dept. of Human Resources, Raleigh.
PUB DATE- 30 Sep 84
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developmental Disabilities; Elementary Secondary Education; Models; Needs Assessment; *Nutrition; Specialists; *Staff Role; *State Programs
IDENTIFIERS- North Carolina

The project evaluated the need to include nutrition services in North Carolina's Developmental Disability (DD) Programs. Six major evaluation efforts were undertaken: (1) surveys of nutrition care providers within the state and specialists nation wide; (2) site visits to facilities and clinics; (3) a random review of 135 charts from developmental evaluation centers; (4) computerized dietary analysis of 25 children participating in the Crippled Children's Services (CCS) Program; (5) a review of management information and program statistics; and (6) a review of scientific literature on nutrition intervention in the care and treatment of developmental disabilities. Among major findings were that all of the 25 CCS participants had less than optimal nutrient intakes; 94% of developmental evaluation center administrators indicated inadequate nutrition counseling and evaluation; few local public health nutritionists have participated in a CCS client evaluation; and existing regional nutrition consultants do not have enough time to become involved in direct service to DD clients. Recommendations are offered for model implementation and funding for interagency cooperation. (CL)

ED 264 712 FL 014 810

Berwald, Jean-Pierre
Teaching the Language and Culture of France through Its Wines.
PUB DATE- 85
NOTE- 49p.
LANGUAGE- French; English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; *Class Activities; Classroom Techniques; *Cultural Education; European History; *French; *Geography; Grammar; Higher Education; High Schools; Second Language Instruction; Vocabulary Development
IDENTIFIERS- *France; *Winemaking

The study of wine offers possibilities for teaching a variety of topics in the high school or college French class: geography, history, grape varieties, food-wine combinations, the art of appreciating and distinguishing wines, the wine industry, and French daily life. The development of a slide-tape presentation is described in detail. Resource materials, information sources, the general structure of a lesson, notes on characteristics of particular regions, suggestions for grammar and vocabulary exercises, sample assignments, the use of realia and printed matter as instructional materials, and classroom and field activities are outlined. Wine tasting, at the college level, and food study are recommended as effective ways of gaining student interest. Adaptation of materials for secondary study is discussed. Two complete lessons in French are appended. The first includes the script for a slide-tape presentation, vocabulary work, and various types of exercises; the second is an audio-motor unit using menus and wine lists. (MSE)

ED 264 373 CE 042 660

Jones, Paul L.; Petry, John R.
Adult Assessment Model: A Design for Learning.
PUB DATE- Nov 85
NOTE- 46p.; Paper presented at the Conference of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; Classroom Research; *Educational Assessment; Educational Needs; Educational Planning; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Models; National Surveys; Needs Assessment; Outcomes of Education; Participant Observation; Program Development; *Program Evaluation; Program Improvement; Quality of Life; Student Attitudes
IDENTIFIERS- *Evaluation Research

An assessment model was developed to produce change in adult basic education (ABE) programs and thereby improve learning for adult students. During the development of the model, 89 ABE programs were analyzed. To determine the effect that ABE has on the quality of life of its students, researchers observed 77 of the 89 programs included in the study and administered questionnaires to 1,625 students who could be described as being predominately white, female, less than 30 years old, and earning less than $10,000 per year. In essence, the assessment model developed calls for: (1) observation of program planning and objectives, program organization, classroom interaction among students and teachers, and student perceptions; (2) analysis of these four factors to determine appropriate elements for change; and (3) development of strategies for improved teaching and learning. Data collected indicated that goals and objectives were not consistent across programs that are within a given geographic area and that are funded by the same source; however, the ABE programs are having a positive impact on students' quality of life, with males, older adults, and those who have been in ABE longer having the most positive attitudes toward the program. (This description of the model includes 41 tables, 10 charts, and a flowchart depicting the assessment model.) (MN)

ED 264 388 CE 043 015

Marsick, Victoria J.

Working with Adult Learners in Higher Education: Going against Internalized Norms.

PUB DATE- Nov 85
NOTE- 15p.; Paper presented at the Conference of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Counseling; *Adult Education; Adult Learning; *Adult Students; Cooperation; *Counseling Techniques; Higher Education; Peer Counseling; Student Characteristics; *Student Needs; *Teacher Student Relationship
IDENTIFIERS- *Reevaluation Counseling

Teaching adults in the higher education context can be frustrating because higher education is often not flexible enough to provide an environment conducive to self-directed learning. Also, both faculty and students must adjust their learning and teaching preferences to an experiential, problem-exploring style that has often been contradicted by years of conditioning about instruction through passive learning and note taking. Reevaluation counseling (RC) can be used effectively in higher adult education to examine and work through internalized norms to improve learning. In RC, people take turns acting as counselors to one another, providing loving attention, listening well, and using various methods to contradict the past distress so that the participants can discharge feelings from the past, reevaluate the situation, and think and act clearly at the present time. In higher education, RC can be used to overcome the following internalized norms that interfere with adult learning: isolation, hierarchical rankism, and overemphasis on technical rather than holistic learning. Techniques that are particularly effective in the higher education setting are the following: emphasizing peer counseling and collaboration; balancing negative critique with validation and position thinking; dealing with distress of denying it; and developing a safe atmosphere for fostering clear thinking. (MN)

ED 264 504 CG 018 732

Brown, Stephen W.; And Others
A Model for Evaluating and Acquiring Educational Software in Psychology.
PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Software; *Cost Effectiveness; Courseware; Educational Planning; Evaluation Methods; *Higher Education; *Instructional Material Evaluation; Needs Assessment; Psychology; Resource Allocation
IDENTIFIERS- *Computer Uses in Education

This paper describes a model for evaluating and acquiring instructionally effective and cost effective educational computer software in university psychology departments. Four stages in evaluating the software are developed: (1) establishing departmental goals and objectives for educational use of computers; (2) inventorying and evaluating existing software holdings and identifying goals and objectives that cannot be met with existing software; (3) meeting software needs through obtaining public domain software, evaluating commercially available software, and obtaining cost estimates for developing in-house software; and (4) requesting software purchases and/or development that will meet goals and objectives in the most instructionally effective and cost effective manner. Methods of determining instructional effectiveness and cost effectiveness are covered. A software inventory form, a software evaluation form, a partial list of psychological software publishers/distributors, and a list of other sources of software are provided. (ABB)

ED 264 577 CS 209 476

Schwartz, Eileen
Microcomputer Training for Faculty: A Humane Approach. A Progress Report.
PUB DATE- May 85
NOTE- 7p.; Paper presented at the Meeting of the UCLA Conference on "Computers and Writing: New Directions in Teaching and Research" (Los Angeles, CA, May 4-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; English Departments; *Faculty Development; Higher Education; *Program Design; Skill Development; *Training Methods; Training Objectives; *Word Processing

The English department faculty training program at Purdue University-Calumet, Indiana, designed a program that would provide their entire staff with the skills necessary to use computer-assisted instruction and word processing to teach all levels of writing. Phase one of the program was a semester-long class designed for regular faculty, beginner level. During the first two weeks, faculty members were instructed in elementary word processing commands such as loading files or inserting text. In the next few sessions the group learned the remaining basic commands. Next, the instructor introduced two pieces of software: a dictionary and a punctuation and style checker. Faculty were then instructed to assume the role of student and use the program to create a 500-word theme. The last part of the course was devoted to teaching participants to run grammar and reading software. Phase two of the project was designed to introduce participants to advanced text processing, program modification, and additional representative programs that could be used throughout the writing process. Adjunct faculty were trained in phase three. If there were no time constraints, they repeated phase one. The alternative was to take an intensive short course, using a method similar to one used with composition students whose class met in the computer lab. (HOD)

ED 264 592 CS 209 510

Young, Art, Ed.; Fulwiler, Toby, Ed.
Writing across the Disciplines: Research into Practice.
REPORT NO.- ISBN-0-86709-131-2
PUB DATE- 86
NOTE- 254p.
AVAILABLE FROM- Boynton/Cook Publishers, Inc., 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ 07043 ($10.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Attitude Change; Classroom Techniques; *Content Area Writing; *Cooperation; Higher Education; Interdisciplinary Approach; Teaching Methods; *Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Writing Programs

The impact of a writing-across-the-curriculum program on the professional life of a single university department and on the pedagogical life of an entire campus community is the focus of this book. The essays in the first section explain writing across the curriculum and provide a context for collective writing research. This section demonstrates the process by which an organized effort in writing-across-the-curriculum research can occur, and suggests the benefits of such an effort. The second section focuses on evaluation, describing the results of the six-year writing-across-the-curriculum program. Each chapter looks at a different area of impact, discusses how the investigations were made, and states the findings. The third section evaluates specific techniques (such as journals, peer groups, and poetry writing) in individual classes in such areas as psychology, biology, civil engineering, mathematics, and literature. The final section contains essays on the possibilities and the problems that arise in connection with such a program, academic and political as well as theoretical and practical. (EL)

Arenz, Donald R.
Student as Hero, Teacher as Hero: A Mythic Analysis of the Portrayal of Selected Educational Issues in American Popular Culture.
PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Popular Culture; *Public Opinion; Role of Education; Student Attitudes; Student Behavior; Student Characteristics; Student Responsibility; *Student Role; Student School Relationship; *Teacher Role; *Teacher Student Relationship; *Television
IDENTIFIERS- Educational Issues

Issues that concern a culture are frequently reflected in the myths or stories that it tells. Education of its children frequently has caused discussion and debate in American society on topics such as "keeping up" with the Russians or whether test scores are higher or lower than five or ten years ago. Since television has become an influential medium, it is possible to discern trends in education by analyzing television shows, from 1950 to the present, that deal with teachers and students. Early television shows, such as "Leave It to Beaver" and "Our Miss Brooks," show the teacher as an authority figure, or the teacher as hero. Later television shows, such as "Mr. Rogers' Neighborhood" and "Sesame Street," accent the student's role as learner, or the student as hero. Finally, more recent shows, such as "The Paper Chase" or "Fame," portray students and teachers on nearly equal terms, or student as hero, teacher as hero. Although debates on competing educational philosophies may never be completely resolved, insight into the dilemmas they pose may be gained from such an analysis. (DF)

ED 264 757   HE 018 930

Douglas, Joel M., Comp.; Campbell, Susan, Comp.
Collective Bargaining in Higher Education and the Professions. Bibliography No. 13.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Jan 85
NOTE- 137p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, City University of New York, 17 Lexington Avenue, Box 322, New York, NY 10020 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Employment Practices; Faculty College Relationship; Higher Education; *Personnel Policy; Unions

A bibliography of 1,070 publications and court cases affecting labor relations and college faculty, as well as the health professions, is presented with a focus on calendar year 1984. The faculty section covers: academic freedom, accountability, administration, affirmative action, arbitration and mediation, collective bargaining, community colleges, comparable worth, contracts, department heads, discipline and dismissal, discrimination, due process, elections, evaluation, excellence, faculty attitudes, faculty organizations, fiscal issues, fringe benefits, governance, grievance procedures, legal issues, legislation, academic librarians, National Labor Relations Board (NLRB), part-timers, personnel administration, quality of worklife, retirement, retrenchment, salaries, students, tenure, women faculty, workload, and the Yeshiva University case. The bibliography for related professions covers the health care institutions and administration, dental/medical school faculty, nurses, and physicians. Also covered are state and federal court cases, U.S. Supreme Court decisions, and NLRB decisions.

Directories, bibliographies, periodicals, resources, and information sources are listed. Indices of subject author, and court cases and administrative orders are included, along with a list of acronyms and abbreviations. (SW)

ED 264 771 HE 018 944

Oestereicher, M. H.
Interactive Student Learning: An Interim Report on a Mentoring Project.
PUB DATE- Aug 85
NOTE- 15p.; Revision of a paper presented at the Spring Conference of the National Council of Teachers of English (Houston, TX, March 29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Economically Disadvantaged; *Educationally Disadvantaged; Helping Relationship; Higher Education; *High Risk Students; Interpersonal Relationship; *Low Income Groups; *Mentors; Student Attitudes; Student Needs; Study Habits; *Tutoring; Writing Apprehension
IDENTIFIERS- *City University of New York Brooklyn College

The potential contribution of mentoring to educationally disadvantaged students was examined at Brooklyn College. The students were part of a program called "SEEK," which admits low income students regardless of their high school grades and which provides counseling, tutoring, and remediation. A major goal of the mentoring project was to learn more about the needs of these students for tutoring/mentoring both in developmental freshman coursework and in their core curriculum coursework. Students' performance and attitudes were compared for six classes that had a mentor and six classes that did not. Mentors' primary responsibilities were to encourage the participation of students and to be available as role models and homework helpers for about 5 hours per week. Pre- and post-course assessment was undertaken using the Brown/Holtzman Survey of Study Habits and Attitudes, Form 6; and the Daly/Miller Checklist on Student Writing Apprehension. End-of-course questionnaires on student needs and on the help provided by mentors were also completed. Areas that students needed help included: outlining and writing papers, and using primary and secondary sources for papers. Additional findings are provided, along with an explanation of the role of student mentors as distinguished from that of tutors and instructors. (SW)

ED 264 419 CE 043 139

Wolpin, Kenneth I.; Gonul, Fusun
On the Use of Expectations Data in Micro Surveys: The Case of Retirement.
Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Mar 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Expectation; Labor Market; *Labor Supply; Methods Research; Models; *Older Adults; *Predictive Validity; Predictor Variables; *Research Methodology; Research Needs; *Retirement; Social Science Research
IDENTIFIERS- National Longitudinal Survey Work Exp Mature Men

A study examined the validity of using questions concerning retirement expectations in large-scale micro surveys. A simple static labor supply model that considered wages, hours worked, and health data was developed for this purpose. Next, the model was implemented using data from the National Longitudinal Survey (NLS) on the Labor Market Experience of Older Men. Data from the NLS concerning a sample of white males who were, among other things, (1) between the ages of 45 and 49 in 1966, (2) not self-employed in any survey year, and (3) not subject to mandatory retirement, were compared with actual labor supply data. The reported expected retirement ages were actually more accurate than expected retirement ages predicted by the labor supply model, although the correlation between them is significant. This was found to be consistent with the idea that expectations data provide valuable information about labor supply behavior, which can be exploited to improve estimates of labor supply models. (MN)

ED 264 475 CG 018 703

Controlling Cancer: Choices for a Healthy Life. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (Cranston, RI).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-517
PUB DATE- 10 Jun 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Cancer; *Disease Control; Hearings; Medical Evaluation; *Nutrition; Older Adults; Prevention; *Preventive Medicine; *Public Health; Smoking
IDENTIFIERS- Congress 99th; *Health Promotion

This paper contains testimony and prepared statements from the Congressional hearing called to examine ways of controlling cancer. Opening statements are included from Representatives Claudine Schneider, Jim Lightfoot, and Ben Blaz. Testimonies are given by Rosemarie Lindgren, a homemaker and former cancer patient, and by Jules Cardin, a patient representative of the Steering Committee of the Colorectal Health Check Task Force, who describes his successful battle against cancer of the colon in 1946 and his adjustment to having cancer and living with a colostomy. Also testifying are Frank Cummings of the Colorectal Health Check Task Force and Vincent Mor of the Center for Health Care Research at Brown University. Mor discusses a study he is conducting to explore the special needs of elderly cancer patients. Three representatives of the Rhode Island Department of Health provide testimonies: (1) H. Denman Scott, the director, discusses the most frequent types of cancer deaths (breast, lung, and intestinal/colon cancers), emphasizing preventive measures and modern techniques for screening and treatment; (2) Jay Buechner, Office of Data Evaluation, provides cancer statistics; and (3) Tricia Leddy, Office of Nutrition Services offers suggestions for dietary changes and nutrition. Witnesses stress the need to control diet, smoking, drinking, exposure to sun, and environmental pollution; and recommend regular check-ups, awareness of warning signs, and a positive attitude as methods of lowering the risk of cancer. (NRB)

ED 264 650 EA 018 098

Bagin, Rich
Evaluating Your School PR Investment.
National School Public Relations Association, Arlington, Va.
PUB DATE- 84
NOTE- 62p.
AVAILABLE FROM- Publication Sales, National School Public Relations Association, 1501 Lee Highway, Suite 201, Arlington, VA 22209 (Stock No. 411-13364; $15.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; Administrator Role; Check Lists; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Feedback; Needs Assessment; *Organizational Communication; Organizational Objectives; Principals; *Program Implementation; *Public Relations; School Community Relationship; School Districts; School Personnel; School Publications; Standards; Superintendents
IDENTIFIERS- *Communication Audits

Educational public relations (PR) is a planned and systematic management function designed to help improve the programs and services of an educational organization. The standards and techniques discussed in this guide are based on the nearly 50 years of experience of the National School Public Relations Association (NSPRA). The guidebook offers advice on establishing an evaluation procedure and setting standards for organizing a comprehensive PR program. The NSPRA Program Evaluation instrument is provided and concerns the following: (1) policy statements and procedures; (2) staffing; (3) budget/resources; (4) relationship of PR professional to the governing body, the administration, and staff of the school district; and (5) function of the PR unit. When to conduct a communication audit, topics audits cover, and the five basic steps of an audit are explained along with some principles in writing objectives for a school PR program. A checklist approach to evaluation, designed to call attention to PR responsibilities of school employees and officials, targets board members, superintendents, principals, teachers, guidance counselors, and secretaries. Checklists are also provided with criteria for publications and radio/video programs. A list of tips and techniques on PR evaluation concludes the guide. The appendixes contain 28 references and NSPRA's standards for educational PR programs and professionals, code of ethics, profile, and resources. (MLF)

ED 264 697 EC 181 346

Model Child Care Standards Act--Guidance to States to Prevent Child Abuse in Day Care Facilities.

Department of Health and Human Services, Washington, D.C.

PUB DATE- Jan 85
NOTE- 157p.; Appendices A, "Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs" and B, "Child Welfare League of America Standards for Day Care Service," were removed because of copyright restrictions. Appendix E contains small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Certification; Day Care; *Day Care Centers; Facility Requirements; *Family Day Care; *Prevention; *Sexual Abuse; Staff Development; Staff Role; *State Legislation

The document offers guidelines to states regarding review and revision of child care statutes, standards, and policies to address the prevention of child sexual abuse in day care facilities. General information is also provided on changes in state standards in recent years. Each of six sections examines findings of the 1981 Comparative Licensing study and reports results of the Department's review in 1984 of all current and some proposed state licensing standards and registration requirements. The following areas are addressed: parent visitation and other parent participation (the role of parents in preventing child sexual abuse); employment history checks of staff and other background screening (criminal records checks, FBI checks); staff qualification requirments by job classification; probationary periods for new staff; staff training, development, supervision and evaluation; and staff-child ratios. Appendixes include summaries of qualifications by job classification and of staff-child ratio requirements. (CL)

ED 264 728 FL 015 421

Muchisky, Dennis
The Unnatural Approach: Language Learning in Poland.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Class Size; *Educational Environment; *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; Language Teachers; Learning Theories; Secondary Education; Second Language Learning; Second Language Programs; Student Motivation; Teacher Education; *Teacher Student Relationship; *Teaching Methods; Testing
IDENTIFIERS- *Poland

The instructional settings and teacher-learner relationships observed in English-as-a-second-language classes at the secondary and university levels in Poland by an American senior Fulbright lecturer are characterized by very formal instruction with heavy emphasis on pronunciation and grammar exercises, large classes with little opportunity for individual participation beyond answering questions and reading passages aloud, and no visual aids other than maps and scenic posters. However, motivation to study English is strong. The university's program for English majors is an immersion program, broad-based in content but generally amethodological. Student-teacher relationships are extremely formal, often adversarial. Texts are limited and must often be shared, and although there are film projectors and a language laboratory at the university, materials are limited. Administration of American standardized language proficiency tests revealed a relatively high proficiency level despite the instructional format and limited amount of time spent in language study. By the third year of university language instruction, standardized test scores are in the 91st percentile. The main conclusion from these findings and observations is that, before any comprehensive theory of second language learning can be developed, it will be necessary to investigate the learning process as it occurs in a variety of pedagogical and cultural settings. (MSE)

Chandler, Alice
Foreign Students and Government Policy: Britain, France, and Germany.
American Council on Education, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-8268-1478-6
PUB DATE- 85
NOTE- 78p.
AVAILABLE FROM- American Council on Education, International Educational Publications, One Dupont Circle, Suite 801, Washington, DC 20036-1193 ($2.00 prepaid).
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Admission Criteria; College Admission; *College Students; Developed Nations; Developing Nations; *Enrollment Trends; *Foreign Countries; *Foreign Students; Higher Education; *International Educational Exchange; *Public Policy; Student Costs; Student Mobility; Tuition
IDENTIFIERS- *Europe; France; Great Britain; West Germany

The impact of European government policy on the movement of foreign students in Great Britain, France, and West Germany is discussed by a member of the American Council on Education Committee on Foreign Students. Foreign student enrollments have increased dramatically in these three countries in the 1960s and 1970s, and foreign students also make up a significant proportion of total student enrollments in each of the three countries. Britain and France heavily enroll students from former colonies. Each of the countries has experienced disproportionate enrollments from a limited number of foreign countries. Policies adopted for foreign students reflect, in part, the influence of immigration issues and attitudes toward ethnicity. Each of the countries has recently altered its policies to restrict and control the flow of foreign students, using tuition or entrance requirements. In 1980 Great Britain decided to impose full-cost fees on foreign students. One rationale for Germany's positive foreign student policies is the importance of strengthening the educational and technical capacity of underdeveloped countries in order to increase their buying power and to assist in achieving world peace. Foreign student policy is closely intertwined with a nation's educational policy and systems, economic conditions, demographic projections, internal social pressures, and foreign policy and foreign trade priorities. (SW)

ED 264 403 CE 043 077

Habenicht, Donna J.; And Others
Family and Career Patterns of Women Dentists.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Development; *Dentists; Dual Career Family; *Females; Life Satisfaction; Marital Satisfaction; *Marital Status; Nontraditional Occupations; *Participant Satisfaction; Postsecondary Education; Work Attitudes

A study was conducted to describe the family patterns and attitudes toward dentistry of women dentists. The data for this study were collected through a questionnaire distributed to 226 women dentists selected from the 1979 membership list of the American Association of Women Dentists, with a return of 65 percent. Almost half of those surveyed had been out of dental school only 1-10 years, while approximately one-fifth had been out 30 or more years. Frequency and percentage tallies were compiled and chi-square correlations were used to compare subgroups of the sample. Analysis of the data showed that 86 percent of the women have been or are now married, while 14 percent never married. Of those who did marry, 45 percent married for the first time during the first 10 years after dental school graduation, while 49 percent married for the first time either before or during dental school. One in six has been divorced or separated. Approximately half of those who married have either one or two children, while 34 percent have no children. Sixty-nine percent of those who had children had their first child during the first 10 years after dental school graduation. Although dental school produced a strain on marriages, most marriages were happier after graduation. Conflicts between home and work were acknowledged by one-fifth of the women. Most of the women were involved in private, rather than group, practice of general dentistry. The study concluded that career satisfaction among the women dentists was very high. Approximately 90 percent of the respondents indicated they find dentistry financially rewarding; they enjoy the opportunity to be independent and to interact with their patients; and they do not find dentistry repetitious or boring. Three-fourths of the group would choose dentistry again and would encourage a daughter to do likewise. (KC)

ED 264 461 CG 018 689

Walco, Gary A.; And Others
Fatally Ill Children's Comprehension of Death.

PUB DATE- Aug 85
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; *Childhood Attitudes; Children; Cognitive Development; Comparative Analysis; *Concept Formation; *Death; *Patient Education; Physician Patient Relationship; Special Health Problems
IDENTIFIERS- *Chronically Ill Persons; Piaget (Jean)

Currently, professionals disagree about whether children should be informed about their illnesses and the possibility of their deaths. Some experts feel discussion of these subjects would only upset the children while others feel this knowledge is the children's right and will allay the children's anxieties. What is needed but not available is information about how age influences children's concepts of death. Subjects (N=188) came from three groups: (1) leukemic children; (2) hemophiliac children; and (3) healthy children. Children ranged in age from 3 to 14 years. Intelligence and cognitive stage were measured; children were asked four general questions about death, and ill children's understanding of illness was assessed. The results indicated that the child's sex had no effect on concepts of illness and death while chronological age proved to be a useful index to children's level of comprehension. Although cognitive stage did not provide much more insight, a degree of interrelatedness among the death attributive concepts and the development of death concepts did parallel more general cognitive development. There were no significant differences between healthy children and ill children in their ability to understand death. A strong relationship existed between children's comprehension of illness and concepts of death. The data provides information on precisely what the average child understands about death. (ABL)

ED 264 490 CG 018 718

Hwalek, Melanie A.; Sengstock, Mary C.

A Screening Instrument for Identifying Elderly at Risk of Abuse and Neglect.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
GRANT- 90-AR-0040/2
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Elder Abuse; Financial Problems; *High Risk Persons; Identification; Marital Instability; *Older Adults; Psychological Characteristics; Risk; *Screening Tests; Stress Variables; *Test Validity
IDENTIFIERS- Caregivers; Hwalek Sengstock Elder Abuse Screening Protocol

Recently more attention has been focused on elder abuse, with laws enacted requiring reporting of this crime. Since service providers often do not recognize elder abuse, a validated screening tool for elder abuse is needed. A screening tool called the Hwalek-Sengstock Elder Abuse Screening Protocol has been developed and is currently being validated. The screening tool contains 16 indicators which include the following: (1) the elderly person's feelings of fear, unwantedness, or depression; (2) the caretaker's alcohol abuse, financial dependence on the elderly person, lying, stressed condition, or misunderstanding of the elderly person's condition; (3) the elderly person has been threatened, hurt or his personal needs not met; (4) marital stress in the family; and (5) financial stress in the family. Content validity, criterion related validity, and construct validity are examined and a reliability study is planned. This tool has advantages over other tools because it examines psychological and behavioral indicators rather than just demographic indicators. A need for further validation by the research community is noted. (The Hwalek-Sengstock Elder Abuse Screening Protocol is included.) (ABL)

ED 264 519 CS 008 188

Woodward, Arthur

Taking Teaching Out of Teaching and Reading Out of Learning to Read. A Historical Study of Reading Textbook Teachers Guides 1920-1980.

PUB DATE- Apr 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; Content Analysis; Educational History; Elementary Education; Instructional Improvement; *Publishing Industry; Reading Instruction; *Reading Research; *Teacher Role; *Teaching Guides; *Textbook Content; Textbook Evaluation; Textbook Research; Textbooks; Textbook Selection

To determine how textbook publishers have changed the content of teachers' manuals designed to accompany basal reading series, a study was undertaken to examine manuals published by two different publishers since the 1920s. Ten fifth grade manuals were reviewed for physical characteristics, tests, number of stories, instructional suggestions, professional discussion on the teaching of reading, reports of current reading research, professional bibliography, student bibliography, scripting, story summaries, questions, answers, exercises, and scope and sequence. Results showed that the role of the teacher reflected in the earlier guides was of someone totally in control and capable of making decisions about how to teach. Teaching and reading were defined in professional, research based terms, and the philosophy underpinning the various series was clearly presented. By the 1960s, sections on research and on other topics had been moved to the back of the manuals, and had disappeared--along with professional bibliographies--by the 1970s. Also by the 1970s, the role of the teacher depicted in the manuals was of someone required to follow the teaching suggestions in the guide, keep students busy studying reading skills, and monitor their acquisition of those skills. In short, the manuals have taken teaching out of teaching and reading out of learning to read. (FL)

ED 264 533 CS 008 235

Stevenson, Colin
Challenging Adult Illiteracy: Reading and Writing Disabilities in the British Army.
REPORT NO.- ISBN-0-8077-2737-7
PUB DATE- 85
NOTE- 213p.
AVAILABLE FROM- Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Adult Literacy; Basic Skills; Foreign Countries; *Functional Literacy; *Illiteracy; Literacy Education; *Military Personnel; Minimum Competencies; Reading Achievement; *Reading Research; Reading Skills; Writing Research; Writing Skills
IDENTIFIERS- *England

The study described in this book was designed to create an overall picture of the type of student found at a school for educationally substandard army recruits in England, to establish the causes of the student's educational backwardness and relate these to linguistic performance, and to compare the effectiveness of the approaches and methods used to alleviate the disabilities. The introduction presents background information, including the aims, selection of students, organization, and testing for the study. The remaining chapters discuss (1) the nature of the illiteracy problem; (2) the basic philosophy of the school and the principles that formed the basis of its teaching doctrine; (3) the relationship of environmental factors to reading achievement; (4) factors appearing to be associated with failure or progress in reading, and any real development in academic ability or personality that took place; (5) a specific remedial program, carried out as far as possible under controlled conditions; and (6) the study's findings and its implications. The appendixes include a charter of the School of Preliminary Education, a student background questionnaire, test materials and scores, and statistical information. (EL)

ED 264 548 CS 008 267

Rupley, William H.; Blair, Timothy R.

Assignment and Supervision of Students' Reading Seatwork: Looking in on Twelve Primary Teachers' Classrooms.

PUB DATE- Oct 85
NOTE- 20p.; Paper presented at the Annual Meeting of the College Reading Association (29th, Pittsburgh, PA, October 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basal Reading; Classroom Research; *Elementary School Teachers; *Instructional Materials; Primary Education; *Reading Research; *Teacher Behavior; *Teaching Methods; *Workbooks

In a study of how primary teachers assign and monitor independent reading seatwork (workbook) activities, 12 first, second, and third grade teachers were observed during their scheduled reading periods. The seven major observation categories were (1) to whom assigned, (2) when assigned, (3) materials, (4) material focus, (5) instructions for learning, (6) student behavior, and (7) teacher behavior. All of the observed teachers used a basal reader and accompanying workbook in their reading instruction. The results indicated that half the teachers frequently gave the assignments to the whole class, suggesting that seatwork is essentially a management device to keep students quiet. They also assigned seatwork before the reading lesson, which may be to reinforce skills from a previous lesson. Few teachers used written directions and none used an assignment sheet. Only six teachers provided students with the purposes for completing an activity, and only one teacher provided practice examples on a frequent basis. All of the teachers required students to work at seats by themselves, and only four teachers circulated around the room to assist students who had questions. In contradicting previous literature on assignment and supervision of reading seatwork, these results suggest that teachers need to provide students with meaningful purposes for the learning tasks, illustrate and practice the assigned task with them and supervise more closely their success with these tasks in order to make them effective. (HTH)

ED 264 563 CS 209 432

Thinking Skills across the Curriculum: A Compendium of Thinking Skills Practices K-12.

New York State Education Dept., Albany.

PUB DATE- 85
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Ability; Cognitive Development; Cognitive Processes; Convergent Thinking; *Creative Thinking; *Critical Thinking; Divergent Thinking; Elementary Secondary Education; *Fused Curriculum; Interdisciplinary Approach; *Logical Thinking; Productive Thinking
IDENTIFIERS- New York; *Thinking across the Curriculum; *Thinking Skills

Compiled to illustrate that teachers in New York state--in all curricular areas and at all grade levels--are working to improve students' ability to think logically and creatively, this document outlines programs on thinking skills across the curriculum, from kindergarten through grade 12. The document begins with a chart listing program titles, grade levels, target populations, disciplinary focus, levels of implementation, school districts, and page number of this document on which each program is described. Individual descriptions include information on program objectives and implementation, as well as the name and address of a contact person and a brief program description. (EL)

ED 264 623 CS 505 141

Coakley, Carolyn Gwynn

Listening Competencies at the Secondary/Post-Secondary Level.

PUB DATE- 9 Nov 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; Behavior Patterns; *Communication Skills; English Curriculum; Learning Activities; *Listening Comprehension; *Listening Habits; *Listening Skills; *Negative Attitudes; *Nonverbal Communication; Postsecondary Education; Secondary Education; Speech Communication

Competent listeners possess the knowledge and ability to listen, the positive attitudes and desire to listen, and the willingness to apply the ability and desire to listen. Having only one or two of these ingredients ensures ineffective listening. One common negative listening attitude is self-centeredness, as opposed to being other-oriented. The other-oriented listener has a genuine interest in others and acknowledges the other person's comments by asking open-ended questions that begin with what, who, when, where, and how. A second common negative listening attitude is disrespect, shown by sending impatient signals, sending superiority signals, interrupting, and so forth. Teachers should engage students in a number of activities that encourage positive listening attitudes and listening competency. Such activities have been incorporated into Maryland's Listening Curriculum Framework--a curriculum to help students to understand and use the stages of the listening process, to listen for a variety of purposes, and to develop a positive attitude toward listening. (A compilation of listening skills/behaviors and sample activities from the Maryland Listening Framework are appended.) (HOD)

ED 264 638 EA 017 932

Goodman, Leroy V., Ed.
The Education Almanac, 1985-1986. Facts and Figures about Our Nation's System of Education. Second Edition.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- 85
NOTE- 297p.
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($14.95 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Court Litigation; Educational Attitudes; Educational Change; Educational Finance; Educational History; Educational Trends; *Elementary Secondary Education; Enrollment; Federal Aid; Federal Programs; Microcomputers; National Organizations; Periodicals; School Law; School Support; Statistical Data; Tables (Data); Teacher Employment; Teachers; Yearbooks

A wide range of facts, figures, and background information about the operation of schools in the United States is collected in this reference work. Material on various topics is presented in the form of essays, lists, statistical tables, charts, and brief descriptive articles. Among the topics addressed are efforts toward educational reform, current issues and trends in education, the character and history of American education, enrollment trends, teacher characteristics and employment trends, microcomputer use, educational finance, and the status of education in each of the states. Other topics are major national educational organizations, periodicals, and significant individuals; important federal agencies and programs; other national programs; and recent court decisions affecting school law. Additional topics include television, libraries, public relations, significant dates, and even jokes and quotes with educational themes. (PGD)

Stile, Stephen W.; Abernathy, Sandra M.
Inservice Training of Early Childhood Specialists/Trainers and Regular Education Administrators. Final Report.
New Mexico State Univ., Las Cruces.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 78p.; Developed by the Department of Special Education, New Mexico State University. Some appendices may not reproduce clearly.
GRANT- G008200490
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; *Disabilities; Infants; Inservice Teacher Education; Instructional Materials; Preschool Education; *Summer Programs; *Teacher Workshops

The report describes accomplishments of a project to provide training and support services to regular educators serving handicapped infants and preschoolers. Project activities for each of 3 years are delineated for the following areas: field-based regional workshops/conferences; summer campus-based inservice training; collection of materials on early childhood/special education and a 183-page annotated bibliography; preparation of a book of readings on early childhood/special education; and development of instructional modules to provide the necessary competencies to building principals and other administrative staff in administration and supervision. Unexpected benefits that were realized during this project include the publication of the results of a 50-state survey regarding EC/SPED certification and the development of an early childhood division of the New Mexico Federation of the Council for Exceptional Children. Extensive appendixes include the needs assessment instrument, sample news releases, and syllabi for summer coursework. (CL)

ED 264 713 FL 015 178

Aponte, Irene A.
The Relationship between Linguistic Diversity and Test Performance between Urban and Suburban College Students.
PUB DATE- Jan 85
NOTE- 190p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Dialects; Black Students; *College Freshmen; Comparative Analysis; Error Analysis (Language); Error Patterns; Higher Education; *Interference (Language); *Reading Skills; Standardized Tests; *Standard Spoken Usage; *Test Results; Verbs; White Students; Writing Skills

A study of the relationship between patterns of use of the verb "to be" and reading comprehension had as subjects 103 college freshmen in a developmental program, including 53 black and 50 white students. The students' use of Black English constructions of the verb on a writing skills test and their errors in response to a reading comprehension test were analyzed. It was predicted that students using Black English "to be" constructions would have lower reading scores and would have difficulty reading the easy test items where the "to be" construction was needed to determine the correct answer. The overall results indicated a positive relationship between non-use of Black English and language performance, since students who did not use Black English constructions consistently performed better than those who did. These findings appear to support the literature. However, separate specific hypotheses concerning the relationships of Black English and standard language usage and reading and writing scores, comprehension of easy versus more difficult "to be" constructions, reading comprehension items using "to be" and non-"to be" constructions were also examined and were not always supported by the analyses. (MSE)

ED 264 374 CE 042 690

Crossing the Threshold: Transition Learning in Vocational Preparation.
Scottish Vocational Preparation Unit, Glasgow.
PUB DATE- Aug 83
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Daily Living Skills; *Educational Improvement; *Educational Innovation; *Educational Needs; *Education Work Relationship; Employment Problems; Foreign Countries; Job Skills; Postsecondary Education; *Program Development; School Role; Secondary Education; Unemployment; *Vocational Education
IDENTIFIERS- Scotland

Schools and colleges fail to meet many of the needs of young people in the transition from school to adult working life. For many, schooling offers the 3Ds--disqualification, demotivation, and dependence. At all levels, there is a lack of challenge. Present proposals in vocational preparation largely fail to deal with these fundamental problems of schooling, and pay too little attention to the real problems of young people, including unemployment. Vocational preparation is ill-thought out, narrowly aimed at the "less able," and lacks a coherent and comprehensive rationale. These are the conclusions of a Working Group brought together by the Scottish Vocational Preparation Unit, Jordanhill College of Education, Glasgow. The group argues for "transition learning," which provides a rationale based on personal and social development. Transition learning identifies learning procedures and contexts that develop in young people a sense of responsibility, autonomy, and solidarity. It unites these aims with the promotion of technical or academic competencies. Transition learning aims to help young people to become more creative, more critical, and more productive. This report presents the case for transition learning and suggests ways to implement it in school systems. Examples from various countries are used to support the plan. (KC)

ED 264 434 CE 043 159

Emergency Medical Technician-Ambulance: National Standard Curriculum. Student Study Guide (Third Edition).

National Highway Traffic Safety Administration (DOT), Washington, D. C.

REPORT NO.- DOT-HS-900-074
PUB DATE- 84
NOTE- 118p.; For related documents, see CE 043 157-158.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Course Content; Course Descriptions; *Emergency Medical Technicians; *First Aid; *Injuries; Lesson Plans; Medical Assistants; *Medical Services; Postsecondary Education; Rescue; Study Guides; Units of Study

This student study guide is one of three documents prepared for the Emergency Medical Technician (EMT), National Standard Curriculum. The course is designed to develop skills in symptom recognition and in all emergency care procedures and techniques currently considered to be within the responsibilities of an EMT providing emergency medical care with an ambulance service. The study guide provides an overview of the objectives and content of each course lesson and includes study suggestions to aid trainees in achieving course objectives. The study guide includes a section for each of the 33 course lessons. For lessons in which new skills and knowledge are taught, the following are included: (1) an introductory paragraph describing the purpose and need for the lesson; (2) objectives that students should be able to achieve upon completion of the lesson; (3) an overview of lesson contents, with emphasis on sign and symptom recognition and emergency care procedures; and (4) study suggestions directed largely toward simulation of performance required on the job. A synopsis of the 33 lessons appears in the introduction to the study guide. Appendixes to the guide include the American Heart Association cardiopulmonary resuscitation guidelines, a bibliography, and in-hospital clinical guidelines. (KC)

ED 264 447 CG 018 675

HMO's and Medicare: Problems in the Oversight of a Promising Partnership. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-98-512
PUB DATE- 24 Apr 85
NOTE- 184p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Programs; *Financial Problems; *Government Role; Hearings; Individual Needs; *Medicalservices; Older Adults
IDENTIFIERS- Congress 99th; Florida; *Health Maintenance Organizations; *Medicare

This document contains witness testimonies and prepared statements from the Congressional hearing called to examine problems in the partnership of Medicare and Health Maintenance Organizations (HMO's). Opening statements are included from committee chairman Claude Pepper and from Representative Lawrence J. Smith. Two panels of witnesses address the problems of HMO's and Medicare. Members of the first panel, consisting of attorneys from Legal Services of Greater Miami, Inc., and from the National Health Law Program, Inc., and a daughter of former HMO members, cite examples of problems encountered by clients and family members while trying to use HMO or Medicare services. Also testifying is the associate director of the Human Resources Division, General Accounting Office (GAO), who reports findings from the GAO investigation of the Health Care Financing Administration's (HCFA) oversight of four demonstration projects in Florida and recommends improvements in government management and oversight efforts. The second panel, presenting the Federal response to the GAO report, consists of three representatives from the Department of Health and Human Services: the administrator and a special assistant from the HCFA and the director of the Office of Health Maintenance Organizations. Problems discussed include processing time involved in enrollments and disenrollments of Medicare beneficiaries, the susceptibility to errors of the HCFA's system for coordinating payments to physicians and hospitals, and errors in claim payments. The appendices contain the GAO report, "Problems in Administering Medicare's Health Maintenanace Organization Demonstration Projects in Florida," and additional materials submitted for the record. (NRB)

ED 264 578 CS 209 477

Gaziano, Cecilie; McGrath, Kristin

The Media Credibility Problem: Putting the Research into Perspective.

PUB DATE- 19 May 85

NOTE- 47p.; Paper presented at the Annual Conference of the American Association for Public Opinion Research (40th, McAfee, NJ, May 19, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitude Measures; Beliefs; *Credibility; *Mass Media; *Media Research; *National Surveys; Newspapers; *Public Opinion; Radio; Television

IDENTIFIERS- American Society of Newspaper Editors

Results of the 1985 American Society of Newspaper Editors (ASNE) survey--to determine public attitudes toward media credibility--are reported in this paper. Discussion is categorized according to the 12 issues explored: (1) the believability of media when news reports conflict; (2) geographic scope of topics; (3) reliability of reporting and ability to understand the news; (4) fairness and accuracy; (5) personal experience; (6) opinion and bias; (7) news presentation issues; (8) invasion of privacy and treatment of ordinary people; (9) coverage of specific demographic groups; (10) people in the media; (11) the media as an institution; and (12) people who distrust the media the most. The paper concludes that a majority of the population has low confidence in the media in a number of areas and that the size of the group holding the media in low esteem varies with the credibility issue. It also points out that future research should focus on how to analyze the concerns of highly critical audiences and successfully reduce the size of the credibility problem. Survey instruments reporting the results are appended. (DF)

ED 264 608 CS 505 105

Spitzberg, Brian H.
Relational Competence: An Empirical Test of a Conceptual Model.
PUB DATE- May 82
NOTE- 45p.; Paper presented at the Annual Meeting of the International Communication Association (32nd, Boston, MA, May 2-5, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Apprehension; *Communication Research; *Communication Skills; Higher Education; *Interpersonal Communication; *Interpersonal Competence; Knowledge Level; *Models; Motivation; Participant Satisfaction; Research Problems; *Social Environment

A study was conducted to test a model of relational competence that consisted of three components: motivation, knowledge, and skill in interaction for both participants in a conversation. The model is based on the assumption that the additive combination of these components for both participants will be significantly predictive of several competent outcomes, including communication satisfaction, perceived confirmation, conversational appropriateness, and effectiveness. Subjects, approximately 500 college students, completed measures of communication involvement, interpersonal communication apprehension (motivation), self-monitoring (knowledge), attentiveness, self-rated competence, and ratings of other competence (skill). The measures were completed before and after interaction in one of two dyadic situations--acquaintance and task. Results indicated that the context-independent measures did not contribute significant variance to the model. However, both the context-specific measures of skill contributed substantial amounts of variance in all of the predictions. The findings support the conclusion that competence is a contextual phenomenon and requires context-specific conceptualization and measurement. Appendices include statistical tables and a six-page list of references. (FL)

ED 264 681 EC 181 330

Zumberg, Marshall
Future Perspectives: Mental Retardation.
PUB DATE- 3 May 85
NOTE- 11p.; Paper presented at the Mideast Technological University (Antara, Turkey, May 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Definitions; Medical Services; *Mental Retardation; *Normalization (Handicapped); Prevention; *Trend Analysis

The paper addresses the implications for mentally retarded children of three trends: (1) prevention, research, and curative approaches; (2) normalization; and (3) the reduction of the mentally retarded population by definition. Future preventive measures which will reduce moderate and severe retardation in the U.S. population are envisioned to include utero surgery or fetal therapy to treat problems causing brain dysfunction. Improved treatment of secondary symptoms of retarded persons is also predicted. The acceleration of the normalization principle and the resulting deinstitutionalization is noted. Effects of past definitional changes on the incidence of mental retardations are discussed, and projections are made for future prevalence to be as low as 1% of the general population. It is concluded that reduction in the numbers of persons considered retarded and eligible for service will allow resources to be concentrated on a population with more common characteristics. (CL)

ED 264 389 CE 043 016

Davis, Barbara Baldwin
A Curriculum on Computer Literacy for Employment.
Metropolitan Collegiate Center of Germantown, Philadelphia, PA.
PUB DATE- 28 Aug 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Behavioral Objectives; Bookkeeping; *Business Education; Classroom Techniques; *Clerical Occupations; *Computer Literacy; *Computer Oriented Programs; Data Processing; Evaluation Criteria; Information Processing; Learning Activities; Lesson Plans; Office Occupations Education; Recordkeeping; Secondary Education

This curriculum guide is designed for use in familiarizing students enrolled in business and office occupations courses with the capabilities and operation of computers. The first part of the guide includes a brief description of the course and explains who should take and who should teach computer literacy courses, how much time is necessary to complete the course objectives, which computers and computer programs will be needed, and how students taking the course should be evaluated. Lesson plans are provided for units addressing the following topics: close encounters of the computer kind, who uses computers and what they do, what a computer is, getting to know a computer, data entry for accounts receivable, data entry for bank reconciliation, payroll processing, inventory management, the meaning of the term data processing, customer billing, point-of-sales terminals, and a review of basic computer functions and operations. Each lesson includes some or all of the following: objectives, format information, guidelines for presenting the lesson, a lesson outline, and a suggested assignment. A bibliography of software and work textbooks is included. (MN)

ED 264 420 CE 043 140

Chirikos, Thomas N.; Nestel, Gilbert
Health Status and Work Activity of Older Men: Events-History Analyses of Selected Social Policy Issues.
Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Mar 85
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aging (Individuals); *Employment Patterns; *Health; Health Needs; Influences; Labor Market; Longitudinal Studies; *Males; Mental Health; National Surveys; Needs Assessment; *Older Adults; Physical Activity Level; Physical Health; Policy Formation; *Public Policy; *Retirement; Trend Analysis; Work Life Expectancy
IDENTIFIERS- National Longitudinal Survey Work Exp Mature Men

The interrelationship between the health status and work activity of older men plays a central role in at least three current controversies about the direction of public policy: whether the average health levels of older men have deteriorated, remained the same, or improved over the past 25 years; whether retirement status influences health status; and whether recent improvements in mortality have selectively favored individuals at higher risk of disablement, thereby contributing to pre- and post-retirement health trends. Data from the National Longitudinal Survey Panel of Older Men covering the period from 1966 to 1981 were subjected to a Markovian analysis to cast further light on these policy issues. The results suggest that health levels of older men have deteriorated over the past two decades, partly as a consequence of improvements in life expectancy. These health trends have contributed to the observed decline in labor force participation of this population subgroup. Little evidence was found, however, to support the claim that retirement harms health status. (MN)

ED 264 505 CG 018 733

Porcino, Jane
The Feminization of Poverty for Midlife and Older Women and Its Effects on Their Health.
PUB DATE- Nov 85
NOTE- 8p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Estimates; Economic Factors; Expenditures; *Federal Regulation; *Females; *Health Insurance; *Health Needs; Health Services; *Older Adults; *Poverty; Public Policy

There are 16.4 million women over age 65 in this country, compared to 11 million men. The 41 percent of this population who live alone are the poorest of the poor in this country, with an annual median income of just over $3,000 for white women and little more than $2,000 for black women. This abject poverty affects the ability of these women to receive good medical care and to maintain lifestyles conducive to good health. Medicaid and Medicare costs, and rapidly inflating health care costs deprive many women of needed health care services. The lack of preventive health care services, the lack of long-term care for chronic illness, and the lack of available health care insurance all contribute to the older woman's health care deprivation. Increasing her poverty is her role as caregiver for her chronically ill or disabled spouse, a role which leaves her little economic stability. Several measures can aid the indigent older woman in acquiring needed health care. These include: (1) encouraging Health Maintenance Organizations projects for health care cost reduction; (2) providing incentives to insurance companies for developing long-term care insurance; (3) reuniting federal health care policies; (4) developing specific training programs for health care professionals on the unique issues of women and aging; and (5) sponsoring research on women's major health problems such as osteoporosis, breast cancer, and hormone therapy. (ABB)

ED 264 593 CS 209 511

Rank, Hugh
The Pep Talk: How to Analyze Political Language.
REPORT NO.- ISBN-0-943468-01-9
PUB DATE- 84
NOTE- 215p.
AVAILABLE FROM- Counter-Propaganda Press, Box 365, Park Forest, IL 60466 ($11.95, paper); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 35110, $11.95 member, $13.00 nonmember).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advertising; *Discourse Analysis; Higher Education; *Persuasive Discourse; *Propaganda; *Rhetorical Criticism; Secondary Education; Television Commercials
IDENTIFIERS- *Political Rhetoric

Recognizing the proliferation of persuasive language in advertising and in politics, this guide explains how to analyze political language for its persuasive techniques and why it is important to do so. The first chapter of the book provides a rationale for analyzing persuasion, and an overview of the book. The remaining chapters explore various patterns of persuasion as follows: (1) benefit-seeking behaviors, (2) benefit-promising behaviors, (3) intensifying and downplaying good and bad qualities, (4) the advertising pitch, (5) the political pep talk, (6) the threat, (7) bonding, (8) good causes, (9) triggering a response, (10) images and issues in election rhetoric, and (11) lies and deceptions. Simplified teaching aids for use with this guide are appended. (HTH)

ED 264 698 EC 181 347

Tuttle, Dean W.
Sources of Self-Esteem and the Adjusting Process.
PUB DATE- Oct 84
NOTE- 16p.; In: Sykanda, A.M., Ed.; And Others. Insight in Sight: Proceedings of the Conference on the Visually Impaired Child (5th, Vancouver, British Columbia, October 18-20, 1984). For proceedings, see ED 260 566.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Counseling Techniques; Counselor Role; Elementary Secondary Education; *Emotional Adjustment; *Self Esteem; Teacher Role; Theories; *Visual Impairments

The paper examines the impact of a visual disorder on the emerging self. Sources of self-esteem are considered in the developmental process. The implications of a competence model in regard to the experiences of visually impaired persons are noted. Problems to be resolved include developing coping skills and adaptive behaviors, maintaining self-esteem in the face of predominantly negative reactions from others, maintaining control and making decisions. A discussion of the adjusting process is followed by suggestions of appropriate counseling theories and techniques for teacher-counsellors. Typical stages in a person's reaction to visual impairment are reviewed, and ideas for dealing with each are offered. (CL)

Wing, Barbara H.; Mayewski, Sandi F.
Project OPT: A Study of Oral Proficiency Testing in College-Level Foreign Language Courses. Final Report.
New Hampshire Univ., Durham.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 112p.
GRANT- G008201400
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Second Language Programs; *Examiners; Higher Education; Intercollegiate Cooperation; Interviews; Language Proficiency; *Language Tests; Second Language Instruction; Speech Communication; *Teacher Workshops; *Test Use
IDENTIFIERS- ACTFL ETS Oral Proficiency Guidelines; *Oral Proficiency Testing

A federally funded project was undertaken at the University of New Hampshire to: (1) determine the feasibility of incorporating specific techniques of oral proficiency evaluation in college-level foreign language courses, (2) create a network of foreign language professors in northern New England colleges and universities trained in the use of oral proficiency evaluation procedures, and (3) develop a handbook of oral proficiency evaluation techniques for college-level foreign language faculty. The utility and effectiveness of the American Council on the Teaching of Foreign Languages/Educational Testing Service Oral Proficiency Interview in this context were also examined. Use of this instrument was found to be feasible at the college level, providing the benefits of more objective evaluation of oral skills, potential for increased student motivation, and a positive impact on curriculum, materials, and instructional techniques development. It is suggested that the process may be even more useful at the department level. Answers to questions often asked by faculty about the procedures and results of oral proficiency testing were provided, and additional questions emerged for further investigation. (MSE)

ED 264 758 HE 018 931

Adelman, Clifford

War and Peace among the Words: Rhetoric, Style and Propaganda in Response to National Reports on Higher Education.

PUB DATE- 85

NOTE- 70p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Curriculum; College Faculty; College Role; Content Analysis; Editorials; Educational Objectives; *Educational Quality; *Higher Education; *Journalism; Mass Media Effects; Newspapers; *Press Opinion; *Propaganda; Publications; Reports; Rhetoric

IDENTIFIERS- *Excellence in Education; Integrity in the College Curriculum; Involvement in Learning; *Nation at Risk (A)

Responses to national reports during October 1984 through May 1985 concerning the state of American higher education are analyzed. Quantitative content analysis and qualitative rehetorical criticism are used to examine responses to national reports. Three national reports are of concern: "Involvement in Learning," "A Nation at Risk," and "Integrity in the College Curriculum." To analyze the progress of propaganda in print media, attention is directed to: (1) the language used to describe the three major reports; (2) the character of assertions made in the media about the major actors, issues, and beliefs that comprise the competing myths; and (3) the rhetoric of response over time. Six categories of assertions for analysis of newspaper content and propaganda are identified, along with rules used to select communications and assertions within them. Consideration is given to: the role and emotive position of faculty in the drama of propaganda changes over time; and attributions of curriculum over time. To illustrate the drama of rhetoric, attention is focused to: negation and denial, purposive misconstruction, ethical judgment and reconstruction, aesthetic judgment and acceptance, and action. Appendices include content analysis guidelines and information on the types of news sources. (SW)

ED 264 772 HE 018 945

Financial Report of Ontario Universities, 1984-85. Volume I,
Universities.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-200-5
PUB DATE- Nov 85
NOTE- 298p.; For related documents, see HE 018 946-947.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgeting; *Educational Finance; *Expenditures; Financial Support; Foreign Countries; *Higher Education; *Income; Operating Expenses; *Resource Allocation; *School Funds; State Universities
IDENTIFIERS- Canada; *Ontario

Fiscal year 1984 data on the total revenue and expenses and changes in fund balances of the 21 provincially-assisted universities of Ontario are presented. The categories and definitions that are used to present financial data are explained. In addition to financial data for each institution, summary information for all schools on a consolidated basis are included. Statistical tables cover the following: actual revenue by source and type of fund, expenses (all funds) by object and type of fund, actual operating expenses by object and functional area, and general funds changes in appropriated fund balances. For institutional fund balances, details are presented on the amounts of expendable funds available within both the general and restricted fund categories. General expendable funds cover the costs of instruction, research other than sponsored or contract research, academic support services, other operating expenses, noncredit educational activities, and ancillary enterprises. Restricted funds cover sponsored research, trust and endowment, and capital. Details concerning the appropriated reserves of the universities' ancillary enterprises are also included. (SW)

ED 264 462 CG 018 690

Buck, Carolyn B.
Summer Bridge: A Residential Learning Experience for High Risk Freshmen at the University of California, San Diego.
PUB DATE- 18 Feb 85

NOTE- 35p.; Paper presented at the Annual Meeting of the National Conference on the Freshmen Year Experience, 4th, SC, February 18, 1985. For related document, see CG 018 691.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *College Preparation; *Compensatory Education; Disadvantaged Youth; *Educationally Disadvantaged; Higher Education; *High Risk Students; Lower Class Students; *Student Adjustment; Student Attrition; Student College Relationship; Student Participation; *Transitional Programs
IDENTIFIERS- *Summer Bridge Program

The University of California, San Diego (UCSD) has developed and implemented a special program called Summer Bridge, designed to assist targeted incoming freshmen in the transition from high school to university life. The goals of the program are to improve the students' college experiences and raise retention rates. Targeted students are low-income, educationally or culturally disadvantaged, or from five minority ethnic groups, who have had poorer academic performance and retention rates than traditional students in the past. Because of affirmative action programs at UCSD, greater numbers of these high-risk students are enrolling. Summer Bridge is a 4-week summer residential program designed to improve students' academic performance and to integrate them into university life. The academic components of the program include writing, math, and science skills. Time management and communication skills sessions are also held. The peer network available to students is strongly emphasized and support services continue throughout the academic year. Retention rates for Bridge students through graduation have dramatically improved to equal the university-wide rate and Bridge students have become campus leaders. (ABL)

ED 264 476 CG 018 704

MacInnes, William D.; And Others

Longitudinal Neuropsychological Changes in a "Normal" Elderly Group.

PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Aging (Individuals); Longitudinal Studies; *Older Adults; *Physical Health; Sex Differences; Test Norms
IDENTIFIERS- *Luria Nebraska Neuropsychological Battery; *Neuropsychology

Given the methodological problems with generating and using normative data with the elderly, the need for age-related norms on neuropsychological tests is clearly important. A study was conducted to examine a normal elderly group's performance on the Luria-Nebraska Neuropsychological Battery (LNNB) over time. Subjects were 57 elderly volunteers seen in an earlier (1983) aging study. At Time 1 subjects reported no history of: psychiatric hospitalization, significant neurological impairments, seizure disorder, significant cardiovascular disease, or alcohol or drug use. Form I of the LNNB was administered to all subjects at Time 1 and Form II was administered 34 to 51 months later. In addition, the health status of each subject was rated by a physician. Analyses of data revealed that test-retest correlations ranged from .31 to .80 on the LNNB Clinical Scales and .54 to .75 on the LNNB Localization Scales. The results indicated that the LNNB group profiles at both time periods were very similar. Few differences appeared when males and female were compared. Similarly, being in an older subgroup did not appear to affect the rate of change. Finally, it was found that global physical health ratings were related to changes in LNNB performance over time. (Author/NRB)

ED 264 534 CS 008 236

Decker, Barbara C.

An Investigation of the Reading Specialist in Louisiana

PUB DATE- Oct 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Louisiana Reading Association (10th, Baton Rouge, LA, October 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Employment Opportunities; Job Skills; *Reading Consultants; Reading Improvement; Reading Instruction; *State Standards; Surveys; *Teacher Certification
IDENTIFIERS- *Louisiana

To learn more about reading specialists (such as job requirements, certification, and opportunities) in Louisiana, a brief, one-page questionnaire was mailed to all principals of elementary schools in the state with a student population of over 400, to personnel directors of every parish in the state, and to directors of certification in all 50 state departments of education. Results of the survey showed that over one-third of the elementary schools had no teachers with reading certification, while 29% had only one reading specialist; most principals think there are many more jobs requiring specialist certification than personnel directors say actually exist; and only five parish personnel directors reported positions that were required to have reading specialist certification. Although almost half of the state certification directors indicated knowledge of positions requiring certification as a reading specialist in their state, there appears to be very little consistency in the requirements for reading specialist certification in the United States. Since Louisiana has the highest rate of illiteracy in the United States, the following steps should be taken by individual parishes: (1) Require all curriculum coordinators and instructional specialists to have completed or be working on the reading specialist requirement; (2) Assign one supervisor, trained as a reading specialist to coordinate reading programs; and (3) Require a reading specialist certification for anyone whose job is defined as teaching reading 50% or more of each day. (DF)

ED 264 549 CS 008 270

Bond, Carole L.; Kennon, Robert W.

TONI: A Language Free Substitute for the SIT or WISC-R?

PUB DATE- 82
NOTE- 10p.; Study was partially funded by the Reading Center, Dept. of Curriculum and Instruction, Memphis State University.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Research; *Intelligence Tests; *Nonverbal Tests; *Test Validity
IDENTIFIERS- Slosson Intelligence Test; *Test of Nonverbal Intelligence; Wechsler Intelligence Scale for Children (Revised)

Noting the lack of research comparing the Test of Nonverbal Intelligence (TONI) with other measures of intelligence, a study was conducted to ascertain concurrent validity. The TONI was compared to the Slosson Intelligence Test for Children and Adults (SIT) and the Wechsler Intelligence Scale for Children--Revised (WISC-R). Subjects, 43 males and 28 females ranging from 7 to 18 years of age, completed the TONI and either the SIT or the WISC-R. The resulting data were analyzed with both Pearson product-moment correlations and t-tests. It was found that the TONI has statistically significant high correlations with both the SIT and the WISC-R. The results indicated that the TONI is an appropriate instrument to use when a language free intelligence test is needed. (Author/HTH)

ED 264 564 CS 209 433

English Language Arts, K-8. Part II: Writing and Speaking. Program of Studies.

Montgomery County Public Schools, Rockville, Md.

PUB DATE- 85
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Capitalization (Alphabetic); Curriculum Guides; Elementary Education; *English Instruction; Grammar; *Language Arts; Objectives; Persuasive Discourse; Prewriting; Punctuation; Revision (Written Composition); Sentence Structure; *Speech Communication; Speech Skills; Spelling; *Writing (Composition); Writing Instruction; Writing Skills

Developed to increase student ability to communicate effectively in a growing range of situations, this kindergarten through grade eight writing and speaking program is based on clusters of instructional and performance objectives for each grade level. The guide begins with a discussion of the goals of education, a point of view about language learning, and the purposes, characteristics, and outcomes of language instruction. The guide then lists three principles that govern the organization of instructional and performance objectives at each grade level; i.e., objectives should be organized: (1) across grade levels in developmental sequences, reflecting and promoting language and cognitive development; (2) according to the speaker's or writer's intent; and (3) in instructional sequence for direct use by teachers. Each grade level section contains two categories--composition and conventions--under which objectives are listed. The subcategories listed under composition are developing language fluency, expressing thoughts and feelings, writing and telling stories and poems, informing an audience, and persuading an audience. The subcategories under conventions are usage and grammar, punctuation, capitalization, spelling, and handwriting. A list of Montgomery County Public Schools instructional guides and related materials is included, as well as a chart illustrating the categories of objectives. (EL)

ED 264 624 CS 505 142

Craig, J. Robert; Hindmarsh, Wayne A.

Management Theories and Broadcasting: A Handbook.

PUB DATE- 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administration; Administrator Education; Administrators; *Broadcast Industry; Business Administration Education; Business Skills; *Communication (Thought Transfer); Higher Education; Incentives; *Motivation; Motivation Techniques; *Problem Solving; *Theories
IDENTIFIERS- Management Skills

Today's contemporary management and motivation theories, as applied to the business of broadcasting, are the focus of the first section of this paper. It deals with the kinds and reactions of employees in broadcasting stations in relation to 11 motivational theories: (1) Theories X and Y, (2) Immaturity-Maturity Theory, (3) V Theory, (4) Z Theory, (5) Herzberg's Two-Factor Theory, (6) Expectancy Theory, (7) Vroom's Theory, (8) Achievement and Motivation Theory, (9) Consistency Theory, (10) Equity Theory, and (11) Contingency Theory. The second section presents a 7-step problem solving process for use in reaching solutions in the 10 case studies (on managing people or managing situation) that are outlined in the paper and intended to be used for analysis, discussion, and decision making. (EL)

Verstegen, Deborah A.
The Lawmakers Respond: Texas Education Finance Reform (Part I): Funding Formulas--Revisions and Reviews.
PUB DATE- Apr 85
NOTE- 72p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Phoenix, AZ, April 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equalization Aid; Expenditure per Student; Expenditures; *Foundation Programs; Full State Funding; School Funds; School Law; *State Aid; State Programs; Tax Allocation
IDENTIFIERS- Education Opportunity Act 1984 (Texas); *Foundation School Program (Texas); Texas

This paper describes funding formulas for the new Foundation School Program in Texas enacted under the Education Opportunity Act (H.B. 72), raises issues that have accompanied its first year of implementation, and provides preliminary data to compare prior and existing law. The state finance system, which previously distributed state aid according to a district's allotment of personnel units, was changed to a weighted pupil system under the new law. Topics discussed include the price differential index, small district adjustments, weighted pupils, results of the Texas program cost differential study, the effects of weighting students by special program area, the transportation allotment, allotments for educational improvement and career ladders, and the state and local share of program costs. The next section is a discussion of fully funded state programs: the Equalization Transition Fund, the Enrichment Equalization Allotment, and the Experienced Teacher Allotment. The final section discusses the results of a Fall 1985 survey of Texas school districts. References are provided, along with 13 tables providing the numerical data on which the discussion is based. Supplementary information is provided in six appendixes. (TE)

ED 264 666 EC 181 315

Coates, Nancy Jane

Comparisons of the Judgments of National Experts and Texas Teachers on Knowledge, Attitudes and Behavior Appropriate for Elementary Teachers of Terminally Ill Students.

PUB DATE- May 85

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Delphi Technique; *Diseases; Elementary Education; *Elementary School Teachers; *Knowledge Level; *Special Health Problems; *Teacher Attitudes; *Teacher Behavior

IDENTIFIERS- Experts; *Terminal Illness; Texas

Prominent professionals who had worked with seriously ill children were identified through an automated literature search. The Delphi technique was used to identify components and reach expert consensus on knowledge, attitudes and behavior appropriate for teachers of terminally ill children. Comparisons were then made between the consensus and judgment of national experts and a random sample of 375 Texas elementary teachers. A multivariate analysis utilizing the Hotelling T2 statistic indicated significant differences of judgment between the experts and the teachers on four of the 16 questionnaire statements. The report's recommendations include: future investigation of the knowledge, attitudes, and behavior of school administrators toward terminally ill students; evaluation of alternative helping teams; and investigation of the most effective format for teacher education since one-third of the sample reported having taught at least one terminally ill child. A four-page bibliography concludes the report. (Author/CL)

Erion, R. Joel
Chronological Age and the Identification of Learning Disabilities.
PUB DATE- 83
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chronological Age; Elementary Education; *Handicap Identification; *Learning Disabilities; *Maturity (Individuals); *School Entrance Age; *School Readiness

Children are generally identified as learning disabled as a result of their achievement and perceptual skills below an expectancy level which is based on mental age, grade level and/or chronological age. Despite its usefulness, Maturity is infrequently considered. The ages at entrance to school of a group of 67 learning disabled (LD) students (7-12 years old) and a group of 67 systematically selected students from the same school district (Oil City Area, Pennsylvania) were examined and compared. The LD group showed a moderate tendency to be younger than their peers when starting school. This seemed to indicate that immature, developmentally young children were at risk of being identified as learning disabled. Retention or staying home for an extra year before entering school is presented as a viable alternative to being identified as handicapped. The importance of individual assessment to determine school entrance is stressed. (Author/CL)

ED 264 714 FL 015 220

Barr-Harrison, Pat
Prince George's County Public Schools Recommended Exploratory Outline and Guidelines for the Middle School Plus Detailed Plans for the First Six (6) Weeks.
Prince George's County Public Schools, Upper Marlboro, Md.
PUB DATE- 83
NOTE- 23p.; Pages 13-15 are missing.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- County School Districts; *Course Content; Course Descriptions; Course Organization; Cultural Awareness; Elementary Education; *FLES; *French; *Introductory Courses; Language Skills; Lesson Plans; *Second Language Programs; *Spanish
IDENTIFIERS- *Foreign Language Exploratory Program; Prince Georges County Public Schools MD

The recommended syllabus for an exploratory course about Spanish and French languages and cultures and their relationship to English is presented. The guide provides suggestions for approaching course planning and teaching; a list of areas of instruction, material resources, and methods of instruction for the specific linguistic, general language, culture, and career education components of the four specified instructional categories (making friends; travel and numbers; international week and beginning language; and food, holidays, and sports); a basic instructional timetable; suggested weekly outline and daily lesson plan formats; and suggested activities for each of six weekly segments. (MSE)

ED 264 745 HE 018 313

Roberts, David, Ed.
Some Implications for Distance Educators. Occasional Papers 3.
Riverina Coll. of Advanced Education, Wagga Wagga, New South Wales (Australia).
REPORT NO.- ISBN-0-909561-72-9
PUB DATE- Jan 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Learning; *Adult Students; Comparative Education; *Distance Education; Extension Education; *Foreign Countries; Information Needs; Instructional Materials; Nontraditional Students; Postsecondary Education; Program Development; School Business Relationship; *School Orientation; Staff Development; *Student Motivation; Student Needs
IDENTIFIERS- *Australia; *Riverina College of Advanced Education (Australia); United Kingdom

Issues in distance education at the tertiary level in Australia are addressed in three papers. The need to provide mature students with information before course attendance is discussed by Edward R. Reid-Smith in "Why Educational Advisory Services for Mature Students?" During 1982-1984, new external students at Riverina College of Advanced Education were sent a pre-course informational package that covered time management, motivation, finance, and the family. A "Returning to Study" correspondence course was also offered. E. David Meacham's paper, "Suggestions Arising from an Investigation of Distance Education in the United Kingdom," explores the relevance of external studies in the United Kingdom to educational practice at the Riverina College of Advanced Education. Information is included on external studies and industry, resource-based learning, staff development, design of learning materials, and computer-assisted learning. In "Motivation of Adults: Implications of Adult Learning Theories for Distance Education," Michael Hough considers the problem of motivating adults, with attention to: adult learning principles; needs and interests of adults; the design of adult programs; and implications for tertiary colleges and staff, particularly those involved in correspondence teaching. (SW)

ED 264 579 CS 209 478

Davis, Ken, Ed.
Writing by Imitation.
Kentucky Council of Teachers of English.
PUB DATE- 84
NOTE- 74p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 59060, $2.00 member, $2.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Imitation; *Models; *Teaching Methods; Writing (Composition); Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills

The articles in this journal issue present a wide range of theoretical and practical approaches to helping students benefit from imitating products and processes of writing. The eight articles discuss the following topics: (1) imitating models, (2) summary writing as an aid to using writing models, (3) rewriting "Indian Lad" to show how to imitate creatively, (4) helping students generate compositions from selections in readers, (5) developing a writing voice through the use of written models, (6) using ineffective student writing to teach revision and editing skills, (7) teaching composition by example, and (8) using the process model approach to teaching writing. This issue also contains an index to volumes 1-33 of the bulletin. (EL)

ED 264 773 HE 018 946

Financial Report of Ontario Universities, 1984-85. Volume II, Affiliated and Federated Colleges and Universities.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-201-3
PUB DATE- Nov 85
NOTE- 268p.; For related documents, see HE 018 945-947.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgeting; *Church Related Colleges; *Educational Finance; *Expenditures; Financial Support; Foreign Countries; *Higher Education; *Income; Operating Expenses; Private Colleges; *Resource Allocation; School Funds; Universities
IDENTIFIERS- Canada; *Ontario

Fiscal year 1984 data on the total revenue and expenses and changes in fund balances of the 22 affiliated or federated colleges, universities, and seminaries of Ontario are presented. The information is presented using consistent categories and definitions for all universities and colleges in Ontario. In addition to financial data for each institution, summary information for all schools on a consolidated basis are included. Statistical tables cover the following: combined revenue and expenses and changes in fund balances, revenue by source and type of fund, percentage of operating revenue by source, expenses (all funds) by object and type of fund, actual operating expenses by object and functional area, general funds changes in appropriated fund balances, percentage analysis of total expenses by object of expense by institution, and percentage of operating expenses by functional area by institution. For institutional fund balances, details are provided on the amounts of expendable funds available within both the general and restricted fund categories. Details concerning the appropriated reserves of the universities' ancillary enterprises are also included. (SW)

ED 264 787 HE 018 968

Higher Education Expansion in Asia. Reports from the 1985 International Seminar on Asian Higher Education (Hiroshima, Japan, January 28-31, 1985).

Hiroshima Univ. (Japan). Research Inst. for Higher Education.

PUB DATE- Sep 85
NOTE- 180p.
AVAILABLE FROM- Hiroshima University, Research Institute for Higher Education, Higashi Senda-Machi, 1-1-89, Naka-ku, Hiroshima, Japan 730.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Role; Degrees (Academic); *Developing Nations; *Educational Development; Educational Finance; Educational Policy; Educational Quality; Education Work Relationship; Enrollment Trends; *Foreign Countries; Foreign Students; *Higher Education; International Educational Exchange; International Organizations; Labor Market; Private Colleges; Trend Analysis
IDENTIFIERS- *Asia; China; Indonesia; Japan; Korea; Malaysia; *Pacific Region; Philippines; Public Colleges; Thailand; UNESCO

Expansion of the past 10 years in Asian higher education and associated problems, as well as the role of colleges and universities in national development, are discussed in 11 papers from a 1985 International Seminar. Paper titles and authors include: "Prospects and Problems in Asian Higher Education: Introductory Presentation by the Secretariat" (Toru Umakoshi, Hirotoshi Yamasaki, Joe Hicks); "Higher Education Development in Indonesia" (Ir. S. Pramoetadi); "Prospects and Problems in Higher Education Expansion: Malaysia" (Azman Wan Chik); "Prospects and Problems in Higher Education Expansion in Thailand" (Prasarn Malakul; comments by Yoshiya Abe); "Prospects and Problems in Japanese Higher Education: An Age of Adaptation sans Expansion" (Masakazu Yano, Fumihiro Maruyama); "Higher Education Expansion in the Philippines: Problems and Prospects" (Benwardo V. Umila); "Higher Education Expansion in Korea: Its Process, Problems and Prospects" (Byung-Rim Koo, Jong-Chol Kim); "Development and Reform of Chinese Higher Education" (Wang Yingjie); "Why Asian Overseas Students Prefer the United States" (William K. Cummings); "The Situation of Asian Students in Japan: Can Japanese Universities Handle a 10-Fold Increase?" (Joe Hicks); and "UNESCO and Higher Education in the Asia-Pacific Region" (Muhammed Selim). (SW)

McCord, Joan
At the Brink: Baseline Data. The Microcomputing Program at Drexel University.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-E-84-2
PUB DATE- Dec 84
NOTE- 7p.; Paper originally presented as "A First Byte of the Apple" at the Social Effects of Computers Conference (Rochester, NY, June 15-16, 1984). For related documents, see HE 018 984-985.
AVAILABLE FROM- Drexel University, Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Freshmen; *College Students; *Computer Literacy; Graduation Requirements; Higher Education; Intellectual Disciplines; *Microcomputers; *Sex Differences; Student Attitudes; Teacher Attitudes; *Use Studies
IDENTIFIERS- *Drexel University PA

Surveys of faculty and students at Drexel University were conducted to assess the effects of the university's decision in late 1982 to require all incoming freshmen to buy computers. A May 1983 survey determined faculty experiences with computers, their teaching preferences, and educational backgrounds. Based on responses from 328 faculty (93%), it was found that most engineers and scientists used computers, and younger faculty were most likely to have computing experience, except in the liberal arts. The fall 1983 survey of freshmen and juniors included measures of anger, anxiety, physical pain, stress, self-esteem, victimization, value orientations, active use of leisure time, and attitudes toward computer-related crimes. Sex differences in exposure to computers were found. Male students were more likely than female students to have: taken computer courses, played computer games, used computers for data analysis or writing, and written computer programs. Among freshmen males, those who had used computers often tended to make active use of their leisure time. Junior men with the most computing experience also tended to be self-confident, optimistic, and to have little anxiety, while for junior women, computing was not associated with self-confidence, optimism, or low anxiety. (SW)

ED 264 814 HE 018 996

Federal, State, and Private Activities Pertaining to U.S. Graduates of Foreign Medical Schools. Report to the Chairman, Subcommittee on Health and Long-Term Care, Select Committee on Aging, House of Representatives, by the U.S. General Accounting Office.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO-HRD-85-112
PUB DATE- 27 Sep 85
NOTE- 41p.
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877. (Free of charge for first five copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Accreditation (Institutions); *Agency Cooperation; *Certification; Coordination; Evaluation Criteria; Federal Legislation; *Federal Regulation; Federal State Relationship; Followup Studies; *Foreign Medical Graduates; Government Role; Higher Education; Medical Services; *Physicians; Problem Solving; *State Licensing Boards; State Standards; Study Abroad; Testing Programs
IDENTIFIERS- *Foreign Educational Credentials

A followup to a 1980 General Accounting Office (GAO) report was undertaken to evaluate public and private activities that addressed problems created by U.S. citizens studying medicine abroad and returning to the United States to practice medicine. The 1980 report made suggestions to ensure that U.S. foreign medical graduates received education and training comparable to that provided by U.S. schools. The followup study involved interviewing medical licensing authorities in four states that were visited in developing the 1980 report: California, Florida, New Jersey, and New York. Meetings were also held with members of seven private organizations that are responsible for testing and certifying the foreign medical graduates. Officials at the Department of Education, Department of Health and Human Services, and Veterans' Administration were interviewed. In addition, two conferences were convened to discuss issues and possible solutions to problems arising from foreign medical graduates. GAO found that none of its 1980 report recommendations had been implemented. Although private agencies took some initiatives (e.g., obtaining information about foreign medical schools for state licensing boards), GAO suggests two alternative courses of legislative action that could promote a more coordinated approach to address problems. These suggestions concerned accrediting foreign medical schools, and reviewing credentials of foreign graduates. (SW)

Scheibe, Cynthia L.; Condry, John C.
Character Portrayals and Social Values in TV Commercials.
PUB DATE- Aug 84
NOTE- 53p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Canada, August 23-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Television; *Content Analysis; Graphs; Programing (Broadcast); *Sex Differences; Sex Role; *Social Values; *Television Commercials; Television Research

In order to investigate the nature of character portrayals in U.S. television commercials, a content analysis was done on a random sample of 2,604 U.S. television commercials which were videotaped in March 1981. This analysis included both demographic characteristics and more subtle aspects of gender differences, such as concerns, relationships with others, and social power. Each commercial was analyzed by four trained coders (three female, one male) and demographic information on 6,500 characters compared with 1980 U.S. Census data. Commercials were found to significantly underrepresent females, teenagers, the elderly, all racial minorities, and all non-professional occupations except farming. Women were portrayed in occupational roles more often (23.6%) than as homemakers (9.6%); however, females made up the majority of characters in only six types of commercials: cleaners, hygiene, feminine hygiene and beauty, apparel, toys, and home furnishings. Husbands had more power of approval; wives were more likely to have expert power and to seek approval. A value analysis found that commercials stressed values that were self-oriented rather than altruistic, and that this was most true of commercials shown during children's programs. Conclusions call for further research on how television affects the cognitions, attitudes, and behaviors of viewers, with particular attention to exploring how the content of commercials varies across different cultures and in different countries. A five-page list of references completes the document. (JB)

Winkler, John D.; And Others

How Effective Teachers Use Microcomputers for Instruction.

Rand Corp., Santa Monica, Calif.

PUB DATE- Apr 84
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, PO Box 2138, Santa Monica, CA 90406-2138 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cluster Analysis; *Computer Assisted Instruction; Courseware; *Elementary School Teachers; Elementary Secondary Education; *Inservice Teacher Education; Interviews; Mathematics Instruction; *Microcomputers; Observation; Questionnaires; Science Instruction; *Secondary School Teachers; Teacher Attitudes; Teaching Methods; *Use Studies

A study of 60 elementary and secondary math and science teachers who were nominated by their peers as effective microcomputer-using teachers was conducted to describe how peer-nominated teachers use microcomputers instructionally, and how these uses vary as a function of teacher characteristics (e.g., knowledge, attitudes) and other background variables (e.g., learning environments). The primary method of data collection was personal, semi-structured interviews; however, observational techniques were also used to note the physical context of microcomputer use and examine courseware used during the observation period. In addition, biographical data was obtained from the teachers through a self-administered questionnaire which provided information on their educational and teaching background, and their attitudes toward computers. Homogeneous clusters of teachers were formed on the basis of their patterns of microcomputer-based instruction, revealing four characteristic patterns of use: orchestration, enrichment, adjunct instruction, and drill and practice. Analysis of the data indicated that teachers' attitudes toward microcomputers were unrelated to the patterns of microcomputer-based instruction that were identified; there were no systematic differences between patterns of use according to the average percent of coursework taken relating to computers except for teachers in the drill and practice cluster; patterns of microcomputer-based instruction were unrelated to teachers' experience in using microcomputers, to teaching other teachers about them, or to their facility with computer languages; patterns of instructional microcomputer use were unrelated to district and school policies regarding their use; and patterns of computer-based instruction were unrelated to organizational variables such as the number and location of microcomputers. It is suggested that data on student achievement and motivation would help to determine whether these different styles of teaching with microcomputers produce different outcomes. A list of references completes the document. (JB)

ED 264 852 IR 011 939

Improvements Needed in the Army's Program for Developing Extension Training Materials for Use by Soldiers in Field Units. Report to the Secretary of the Army.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/NSIAD-85-73
PUB DATE- 17 Jun 85
NOTE- 34p.
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, PO Box 6015, Gaithersburg, MD 20877 (first five copies are free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Armed Forces; Delivery Systems; Instructional Materials; *Job Training; *Material Development; *Military Personnel; On the Job Training; Postsecondary Education; *Program Improvement; *Training Methods; Use Studies; Videodisc Recordings

This report addresses three major issues concerning the Army's program for developing extension training materials: (1) indications of low usage of Army Training Extension Course lessons by soldiers in the field; (2) improvements needed in the process for developing extension training materials; and (3) the need for further evaluation before the Army commits itself to procuring and fielding a new videodisc electronic information delivery system programmed to cost approximately $127.3 million. The document begins with a letter from Frank C. Conahan, Director of the U. S. General Accounting Office (GAO) to John O. Marsh, Jr., the Secretary of the Army, which provides a critique of the Army's Extension Training Program, recommends further evaluation before purchase is made of new videodisc equipment, and introduces the four appendices that make up the major part of the document. Appendix I provides background information on extension training materials; the objectives, scope and methodology of this study; and major findings of the study. Appendix II consists of a letter from the Senior Associate Director of the U.S. General Accounting Office expressing concern over whether the acquisition plans for videodisc equipment are justified based on the low usage of current training materials by soldiers in the field. Appendix III contains a letter from the Principal Deputy Assistant Secretary of Defense in response to the GAO report "Observations on Army's Plan to Buy an Electronic Video-Disc Delivery System," also included in Appendix III. The final appendix consists of the GAO draft report, "Improvements Needed in the Army's Program for Developing Extension Training Materials for Use by Soldiers in Field Units," which contains five findings and four recommendations and the Department of Defense's reaction to each. A letter from the Department of Defense in response to the draft GAO report is also provided. (JB)

ED 264 865 IR 051 362

Beaudiquez, Marcelle, Comp.
Retrospective Bibliographic Control: The Question of Cumulative Volumes of Current National Bibliographies. IFLA Professional Reports, No. 6.
International Federation of Library Associations, The Hague (Netherlands).
REPORT NO.- ISBN-90-70916-08-8
PUB DATE- 85
NOTE- 48p.; Cover title is in English.
AVAILABLE FROM- International Federation of Library Associations Headquarters, POB 95312, 2509 CH The Hague, Netherlands ($5.00 prepaid).
LANGUAGE- English, French, German, Russian
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Bibliographies; *Cataloging; Foreign Countries; *International Cooperation; International Organizations; *International Programs; Library Associations; Library Planning; Program Descriptions; Surveys
IDENTIFIERS- International Federation of Library Associations; *National Bibliographies; Retrospective Conversion (Library Catalogs)

This publication presents the recommendations of the International Federation of Library Associations (IFLA) Section on Bibliography with respect to the preparation of cumulative volumes of current bibliographies. The report is based on the premise that retrospective consultation over a long period is feasible only if the number of volumes handled is relatively restricted and, as a consequence, practical considerations must take priority in the production of such volumes. In 1981, a working group was established to study the preparation of cumulative volumes of current bibliographies. A questionnaire was devised and sent to 103 countries. Of the 64 replies, 53 were valid, representing a 51% return. Results from the survey are presented under the headings: The 1981/1982 Enquiry (breakdown, annual cumulative index, cumulative annual volume, and multi-annual volumes), and Considerations of the 1982/1983 Working Party. The recommendations of the Bibliographic Division of IFLA with regard to the preparation of content and structure of cumulative volumes of current national bibliographies are also included. The full text of this document is presented in French, English, and Russian, with a summary in German. (THC)

Goldhor, Herbert
A Summary and Review of the Indexes of American Public Library Statistics: 1939-1983.
Illinois Univ., Urbana. Library Research Center.
PUB DATE- Nov 85
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Foreign Countries; *Indexes; *Library Circulation; *Library Expenditures; Library Research; *Library Statistics; *Public Libraries
IDENTIFIERS- Canada; United Kingdom; United States

The Index of American Public Library Circulation dates back to 1939, and the Index of American Public Library Expenditures to 1951. These indexes are based on annual reports from a sample of all American public libraries serving more than 25,000 people each. Using the 1982 American Library Directory, the researchers identified 1,586 public libraries that appeared to meet this criterion. A letter requesting data on their total circulation and total expenditures for 1975 and 1980 was sent to each of the identified libraries. Usable data was received from 1,336 libraries (84%). The four figures for each library were entered in a computer file and a list was printed of the rates of change for each series--circulation and expenditures--from high to low. Libraries in a systematic sample (every 50th library) were invited to become members of a new sample for the indexes for the 1980s and to contribute their data for 1981 circulation and expenditures. Based on this sample population, this report is divided into sections on: (1) analyses of the present study procedures; (2) new features of the indexes; (3) tests of accuracy on the U.S. indexes; (4) comparisons of the U.S. indexes with data from England and Canada; and (5) correlations between variables. Findings are detailed in 13 appendices, including tables, and references are provided. (THC)

ED 264 893 IR 051 403

Wisconsin Interlibrary Loan Telecommunications Committee and Implementation Progress. Final Report.

Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- Sep 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Computer Software; Information Needs; *Interlibrary Loans; Library Cooperation; *Library Networks; *Library Planning; Library Services; Program Descriptions; State Programs; *Statewide Planning; *Telecommunications
IDENTIFIERS- *Resource Sharing; *Wisconsin

A 2-year review and assessment of major interlibrary loan issues and problems was conducted by the Wisconsin Interlibrary Loan Telecommunications Committee, which was charged with studying and making recommendations on the best use of telecommunications equipment for transmission of interlibrary loan and reference requests by libraries within the state. A major goal of this study was to ensure compatability of equipment among libraries of all types, improve efficiency, keep costs as low as possible, and enable state level resource providers--e.g., Reference and Loan, WILS (Wisconsin Interlibrary Services), and Milwaukee Public Library--to respond as efficiently as possible to requests for service. This document reports the results of meetings throughout 1983 and 1984 at which committee members: (1) reviewed and discussed the background of major interlibrary loan planning efforts and resource sharing tools in Wisconsin; (2) reviewed and discussed interloan telecommunications methods and studies in Wisconsin and other states; (3) defined some key interloan telecommunications issues and problems; (4) defined some basic statewide interloan telecommunications needs; (5) defined and analyzed optional ways of meeting interloan telecommunication needs; and (6) developed short-term and long-term recommendations for interloan telecommunications in Wisconsin. The final section details the steps carried out during fiscal year 1984-85 to implement committee recommendations. An outline of the advantages and disadvantages of four potential formatting options for interlibrary loan requests is appended. (THC)

Rodriguez, Max
First Annual Report of the Urban Community College Transfer Opportunities Program.
La Guardia Community Coll., Long Island City, N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 20 Dec 85
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Advising; *Articulation (Education); College School Cooperation; *College Transfer Students; Community Colleges; Curriculum Development; Educational Counseling; Followup Studies; Intercollegiate Cooperation; *Minority Groups; Program Descriptions; *School Holding Power; *Student Personnel Services; *Transfer Programs; Two Year Colleges; *Two Year College Students; Urban Education
IDENTIFIERS- *Urban Community Coll Transfer Opportunities Prog

In 1984, LaGuardia Community College (LCC) received a 3-year implementation award from the Ford Foundation to increase the number of minority, low-income students who transfer to and succeed in baccalaureate programs. This report describes the 1984-85 accomplishments of LCC under the Urban Community College Transfer Opportunities Program (UCCTOP). Following an overview of the project and specific activities, the report describes LCC's efforts to strengthen external linkages with public and private universities and colleges in New York and with secondary schools. The next section describes UCCTOP's student support services, including a two-session transfer workshop, the Transfer Fair, and the Career and Transfer Resource Center. Next, a discussion is presented of LCC's transfer decision-making curriculum, which includes the cooperative education seminar, "Life, Education and Career Planning." Following a review of the involvement of LCC's faculty in curriculum reform, the report describes the development of an automated Degree Requirement Checklist that helps students manage progress toward the completion of their degrees. The next section focuses on the development of a research design to document the number, identity, and characteristics of potential transfer students; as well as to monitor student progress through the program and after transfer. Finally, the report discusses the program's budget. Appendices provide a Model for Two-Year and Four-Year Articulation Handbook, an agenda for a transfer workshop, and a list of questions for potential transfer students to ask college representatives. (EJV)

Becker, Stanli K.
The Jesse Owens Youth Development Program: A Strategy for Serving Pre-College and College-Age Youth. NCCSCE Working Paper Series.
National Council on Community Services and Continuing Education.
PUB DATE- 86
NOTE- 13p.; Originally published as an insert in Community Services Catalyst; v16 n1 Winter 1986. Document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Basic Skills; Community Colleges; Cultural Activities; *Disadvantaged Youth; Employment Programs; Financial Support; *Outreach Programs; Program Descriptions; Program Development; School Community Relationship; Two Year Colleges; *Urban Education; *Urban Youth; Youth Opportunities; *Youth Programs
IDENTIFIERS- *Cuyahoga Community College OH

A description is provided of Cuyahoga Community College's (CCC's) Jesse Owens Youth Development Program, a comprehensive year-round combination of courses, programs, and activities for inner city young people between the ages of 11 and 21. Following introductory comments on the program, the beginnings of CCC's youth development program are described within the context of CCC's service area. Information on funding, staffing, participants, and costs is presented with respect to the first Jesse Owens Youth Development Program (which was limited to sports skills instruction, practice, and play). The next section traces the expansion of the program to include cultural activities, noncredit academic courses, and Summer Youth Employment Program activities. This section also chronicles CCC's increasing involvement in competitive bidding for special youth projects contracts and grants, and identifies CCC's current emphases as improvement in reading, writing, and mathematics basic skills; computer awareness; and career exploration/preparation coupled with cultural, social, physical, and personal development. The next sections highlight funding concerns, discuss the maturation of the program, and review efforts to institutionalize the program. Unresolved issues are explored next, including the program's dependence on external funds; the need to provide an instructional situation to accommodate a range of ages and skill levels; and parental interference with full attendance and course selection. Finally, the concluding section focuses on funding concerns, linkages with the community, program purpose, and utilization of existing personnel. A list of program goals is appended. (LAL)

ED 264 933 JC 860 061

Schoening, Don; Terrey, John N.

The Consequences of Financial Retrenchment: An Impact Study in Washington State.

PUB DATE- Apr 85
NOTE- 34p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (65th, San Diego, CA, April 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Comparative Analysis; Economic Change; *Educational Finance; *Educational Trends; *Enrollment Trends; Financial Problems; Longitudinal Studies; *Retrenchment; *School Demography; State Surveys; Student Characteristics
IDENTIFIERS- *Washington

A comprehensive investigation was conducted of the impact of the financial reductions that occurred during the 1979-81 and 1981-83 bienniums on the Washington state community college system. Data were obtained for fall quarters 1979 and 1982 to determine if there were significant differences between variables encompassing employee staffing levels, numbers of course sections, vocational and academic full-time equivalent (FTE) enrollment, vocational and academic headcount, time and location of course offerings, student-faculty ratios, and student characteristics. Study findings, based on comparisons of fall 1979 and fall 1982 data for all 27 community colleges in Washington, included the following: (1) the total mean staffing level fell from a high of 247.70 FTE staff members to 217.44; (2) reductions were found in the number of transfer, general education, vocational, and home and family courses offered; (3) while significant increases in academic FTE enrollment occurred in math courses, decreases were seen in humanities, and public health and physical education courses; (4) significant increases in vocational FTE enrollment occurred in data processing, while decreases were seen in business and commerce, mechanical engineering, home and natural science, public service, and occupational support; (5) a mean increase of 3.45 FTE students was observed in the total academic student-faculty ratio; (6) part-time student status showed a significant mean reduction; and (7) Black and Indian American headcount decreased significantly. (MPH)

ED 264 948 PS 015 526

Bondi, Edith F.
Children Appreciate Rhythm as the Repetition of a Pattern in Time. A Practical Language Development Workshop for Application by Parents and Teachers at Home and at School.
PUB DATE- 8 Apr 86
NOTE- 21p.; Paper presented at the New York Public Library (New York, NY, April 8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Early Childhood Education; *Instructional Materials; *Language Acquisition; Learning Activities; Workshops
IDENTIFIERS- *Dinosaurs; *Rhythm

These workshop materials describe an approach to teaching children about dinosaurs. The lesson centers on a story written by Dr. Edith Bondi and illustrated by Shawn Turung, entitled "Just Like People." The story, appended, consists of 36 ways dinosaurs are similar to and, occasionally, different from human beings. Illustrations, too, are appended. (RH)

ED 264 963 PS 015 558

Wadsworth, M. E. J.
Effects of Parenting Style and Preschool Experience on Children's Verbal Attainment: Results of a British Longitudinal Study.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- 85
NOTE- 24p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume 7, 1987, Ablex Publishing Corporation, Norwood, NJ, Lilian G. Katz, Editor.
CONTRACT- 400-83-0021
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Child Rearing; Early Experience; Educational Status Comparison; Foreign Countries; Longitudinal Studies; *Mothers; *Outcomes of Education; *Parent Influence; *Parent Role; Preschool Education; Reading Ability; Self Evaluation (Individuals); Sentences; Socioeconomic Influences; *Verbal Ability; Vocabulary Development; *Young Children
IDENTIFIERS- *United Kingdom

This study assesses the feasibility of predicting children's verbal attainment scores by examining mothers' education and parenting styles and children's experience of preschool. Data are derived from a group of 5,362 children born in England, Wales, and Scotland in March of 1946. The parenting styles have been studied from the time the parents' firstborn children were 4 years old. Tests administered when the children were 8 years old assessed the children's abilities in vocabulary, reading, and sentence completion. Study findings focused on five areas: (1) parents' educational and socioeconomic characteristics in relation to their children's preschool experience; (2) styles of parenting as associated with children's preschool attendance or nonattendance; (3) maternal assessments of self and child; (4) association of preschool experience and parenting characteristics, styles, and self-assessments with children's verbal attainment scores; and (5) verbal attainment of children who experienced relatively low levels of maternal stimulation. Although preschool experience was an independent and significant predictor of verbal attainment scores, its power was small when compared with mothers' education. In addition, preschool attendance had no significance in predicting the scores of children whose mothers were relatively understimulating. (DST)

ED 264 977 PS 015 588

Needlman, Gloria
Instruments of Learning.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Innovation; Elementary School Students; *Enrichment Activities; *Kindergarten Children; *Music Appreciation; *Music Education; Primary Education
IDENTIFIERS- *Artistic Performance

Mini-concerts performed by older elementary school students were given in a kindergarten classroom to fill unscheduled time and to introduce children to musical instruments of the orchestra. Young players presented their instruments, explored their varied sounds, and shared their knowledge that the creation of music requires practice and effort, not only a desire to play. The concerts became significant to parents and younger siblings who participated in the events. Some school personnel took on new roles beyond their usual classroom involvement. Each 6-minute experience contributed greatly to an enriched kindergarten curriculum. (Author/RH)

Cox, J. Lamarr; And Others
Study of High School Dropouts in Appalachia.
Research Triangle Inst., Triangle Park, NC. Center for Educational Studies.
SPONS. AGENCY- Appalachian Regional Commission, Washington, D.C.
REPORT NO.- RTI/3182-01/01-FR
PUB DATE- 22 May 85
NOTE- 157p.; Tables may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; Definitions; Dropout Characteristics; *Dropout Programs; *Dropout Rate; *Dropouts; High Schools; *High School Students; Information Needs; *Program Descriptions; Program Design; Program Improvement; Regional Characteristics; Research Needs; *Rural Areas; Rural Education; State Surveys
IDENTIFIERS- *Appalachia

A study of high school dropouts and programs in Appalachian regions of 13 states also sought exemplary programs and methods of replication. The high school dropout rate was found to be 5.8% higher than the national average of 23.9%. Within the region, rates were 19.1% in the northern, 38% in the central, and 30% in the southern region. Differences in collecting and reporting data were detailed with implications for the study. Data gathered on dropout characteristics included reasons for school-leaving, behavioral descriptions, and sex and racial differences. Approximately 23% of the Appalachian school districts reported having dropout reduction/remediation programs and provided program descriptions. Program efforts were reported to be limited by lack of resources and information about appropriate and effective approaches. Components judged to be most important in program success were identification of cause/need, planning based on cause/need, development of effectiveness measures, and development of a feedback system. Study recommendations included standardization of data collection procedures, improved availability of information about dropout programs, and increased research on exemplary dropout programs. Appendices provide dropout definitions, methods of data computation, and data for 13 states and a list of dropout programs by location and type; 14 tables amplify the text. A 46-item annotated bibliography is included. (LFL)

ED 265 005   RC 015 582

Riley, Gary L.
A Comprehensive Analysis of Impact of HEP/CAMP Program Participation. HEP/CAMP National Evaluation Project. Research Report No. 3.
California State Univ., Fresno.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; Department of Education, Washington, DC.
PUB DATE- Oct 85
NOTE- 119p.; For related documents, see RC 015 580-583.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Attainment; Financial Support; Higher Education; *High School Equivalency Programs; *Migrant Adult Education; Migrant Education; *Migrant Programs; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Questionnaires; Secondary Education; Student Characteristics
IDENTIFIERS- *College Assistance Migrant Program; *HEP CAMP National Evaluation Project; Impact

The report is a comprehensive presentation of High School Equivalency Programs (HEP) and College Assistance for Migrants Programs (CAMP) National Evaluation Project findings with particular emphasis on determining the accumulative educational and career impacts of having participated in a HEP or CAMP program. Part 1 provides an overview of the national project and its research design and summarizes program and student characteristics. Part 2 contains an analysis of the relationship between individual background characteristics and student outcomes and the extent to which the programs helped students master basic skills. Part 3 analyzes the relationship between program characteristics (affiliation, residential environment, age, and size) and student outcomes. Part 4 presents the accumulative effects of program participation. Part 5 discusses the implications of the study for program policies and practices including the "up or out" syndrome, developmental versus remedial approaches, postsecondary linkages, objectives as keys to performance, multi-year funding, program renewal strategies, funding support and cost-benefits, and longitudinal data maintenance. Appendices contain survey design and sampling procedures, questionnaires, a brief description of the project's products and a list of HEP and CAMP programs (1985-86). (NEC)

ED 265 018 SE 046 317

Wahl, John; Wahl, Stacey
I Can Count the Petals of a Flower. Second Edition.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-224-4
PUB DATE- 85
NOTE- 34p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($8.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- Botany; *Computation; Elementary Education; *Elementary School Mathematics; *Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Number Concepts; *Numbers

This book introduces children to the numbers 1 through 16 (and some basic mathematical concepts) using the petals of a variety of flowers. The first part of the book contains 16 full-color photographs, each photograph showing a flower with 1 to 16 petals, with the number printed below the photograph. These pages can be used to introduce or reinforce the counting experiences of younger children. For older children, the counting experiences lead into new and different insights of mathematical concepts. These concepts include evens and odds, factors (multiplication facts), primes and composites, and examples of line and point symmetry. A review section (which uses pictures of the same flowers found in the counting section), instructions on how to use the book, a list of the botanical and common names of the flowers pictured in the book, and the words for the numbers 1 to 16 in six languages are included. (JN)

ED 265 032 SE 046 332

O'Connor, James V., Ed.; Tormey, Brian B., Ed.
Field Techniques: Atlantic Barrier System. Field Guidebook. National Association of Geology Teachers Eastern Section Annual Field Conference (Lewes, Delaware, April 26-29, 1984).
National Association of Geology Teachers.

PUB DATE- Apr 84
NOTE- 54p.; Small print in illustrative material may affect legibility.
AVAILABLE FROM- Wm. R. Brice, Secretary Treasurer, Eastern Section/NAGT, Dept. of Geology and Planetary Sciences, Univ. of Pittsburgh at Johnstown, Johnstown, PA 15904 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Proceedings (021)
DESCRIPTORS- Environmental Education; *Experiential Learning; *Field Instruction; *Marine Education; Natural Resources; Oceanography; *Outdoor Activities; Physical Environment; *Science Activities; Science Education; Secondary Education; *Secondary School Science; Skill Development
IDENTIFIERS- *Field Based Programs

The Atlantic barrier system is used as a focal point in this manual of field exercises. A collection of activities and posed questions provide students with opportunities to develop skills basic to the development of sound field techniques. Investigations can be adapted and modified by teachers to specific subject areas and developmental needs. Each exercise is formatted with an introductory statement, materials list, and procedural directives. Student activities include: (1) beach geomorphology; (2) tidal cycles; (3) littoral observations; (4) longshore currents; (5) sediments; (6) beach profiling; (7) core sampling; and (8) plant communities. This guide also contains a variety of diagrams, illustrations, and reference tables. (ML)

ED 265 048 SE 046 349

Blueford, J. R.; And Others
Science, Math, and Technology. K-6 Science Curriculum.
Geological Survey (Dept. of Interior), Reston, Va.; Math Science Nucleus, Fremont, CA.
PUB DATE- Dec 85
NOTE- 73p.; For other documents in the curriculum see SE 046 344-348 and SE 046 350.
AVAILABLE FROM- Math/Science Nucleus, 43000 Sumter Ave., Fremont, CA 94538 ($15.00 for complete curriculum).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Science; *Environmental Education; Interdisciplinary Approach; Learning Activities; Mathematics Skills; *Physical Sciences; Pollution; *Science Activities; Science Education; Skill Development; *Technology; Unified Studies Curriculum; Units of Study

Science, Math and Technology is one of the units of a K-6 unified science curriculum program. The unit consists of four organizing sub-themes: (1) science (with activities on observation, comparisons, and the scientific method); (2) technology (examining simple machines, electricity, magnetism, waves and forces); (3) mathematics (addressing skill development in shape recognition, data plotting, and graph reading and construction); and (4) the built environment (with investigations of urban wildlife, waste disposal, land use, pollution and overpopulation). Each sub-theme contains an introductory statement, student activities for lower primary grades (K-3) and upper primary grades (4-6), and a teacher's copy for each student worksheet. All student worksheets are ready for duplicating. (ML)

ED 265 064 SE 046 365

Sea Turtles: An Auditorium Program, Grades 6-9.
National Aquarium in Baltimore, MD. Dept. of Education.
PUB DATE- 85
NOTE- 30p.; For related documents, see SE 046 364-367.
AVAILABLE FROM- National Aquarium in Baltimore, Pier 3, 501 East Pratt St., Baltimore, MD 21202 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Animals; Elementary School Science; Field Trips; Intermediate Grades; Junior High Schools; *Marine Biology; *Marine Education; *Science Activities; Science Education; *Secondary School Science; *Wildlife; Wildlife Management
IDENTIFIERS- *Sea Turtles

The National Aquarium in Baltimore's sea turtle auditorium program introduces students in grades 6-9 to the seven (or eight, depending on which expert is consulted) species of sea turtles alive today. The program, which includes slides, films, artifacts, and discussion, focuses on sea turtle biology and conservation. This booklet covers most of the content of the program and offers a variety of activities for the different grade levels. It includes: (1) suggestions for activities before, during, and after the visit; (2) background information on sea turtles, including descriptions of these species: leatherback ("Dermochelys coriacea"); flatback ("Chelonia depressa"); green ("Chelonia mydas"); hawksbill ("Eretmochelys imbricata"); olive ridley ("Lepidochelys olivacea"); Kemp's ridley ("Lepidochelys kempi"); and loggerhead "Caretta caretta"); (3) worksheet for sea turtle observations and vocabulary word search; (4) loggerhead life cycle game (with instructional strategies); and (5) lists of books and magazines about sea turtles. (JN)

ED 265 079 SE 046 380

Balka, Don S.; Wiles, Clyde A.

The 1985 Indiana State Mathematics Contest: Tests and Analysis of Student Performance.

PUB DATE- 85
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algebra; *Geometry; High Achievement; Mathematical Enrichment; *Mathematics Achievement; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Tests
IDENTIFIERS- *Contests (Mathematics); Indiana

The 1985 Indiana Mathematics Contest included tests in Algebra (First Course), Geometry, Algebra (Second Course), and Comprehensive. Test-writing responsibilities were delegated to mathematics and mathematics education faculties at four state universities, with the mathematical content based on course objectives in the state guidelines. Fourteen sites across Indiana served as test centers, with 2672 students participating, an increase of 278 students from 1984. Outstanding Scholar awards were presented to 152 students. Analysis of student performance on selected items of each test, based on a 20 percent proportional stratified random sample, is then given. Known content, unknown content, and discriminators for each test are discussed. Students appeared to have a good command of fundamental algebraic procedures, but experienced difficulty in applying these procedures to situations involving equations and inequalities and in solving verbal problems in the first course, and with logarithmic and exponential functions, permutations and combinations, and analysis of functions in the second course. In Geometry, circles and their relationships was a discriminating content area, while finite mathematics topics played a definite role in determining who did well on the Comprehensive test. Overall, problem solving continues to be an area of concern. Appendices contain the four tests. (MNS)

ED 265 093 SP 025 630

Dunleavy, Tom; And Others
Review of the Literature and Teacher Survey for the Virginia Beginning Teacher Assistance Program.
Roanoke City Public Schools, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- 18 Jul 83
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; *Program Development; Socialization; *Teacher Attitudes; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

A review of current literature related to assistance for beginning teachers focused upon the following questions: (1) In what areas do beginning teachers need assistance? (2) What types of assistance do beginning teachers need? (3) Who should provide the assistance? (4) How should this assistance be timed? and (5) What other important considerations have evolved in studies of beginning teacher assistance? In conjunction with the literature review, a survey instrument was developed based upon key elements revealed by the literature. Responses to the questionnaire were obtained from 59 teachers. Based on survey results, beginning teachers gave problems associated with learning to instruct and with learning about the schools as an instructional system a higher priority than other problems they face. The majority of problems faced by beginning teachers were rated as best solved through a beginning teacher assistance program. A summary of the findings includes recommendations for developing beginning teacher assistance programs and suggestions for further research on the subject. The survey instrument and results are appended. (JD)

ED 265 110   SP 026 868

Benseler, David P.; Bernhardt, Elizabeth Buchter
Foreign Languages and Global Studies: A Position Paper.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- Jun 85
NOTE- 38p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for Internation Teacher Education Project. For related documents, see SP 026 860-872 and SP 026 874.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Global Approach; Higher Education; *Second Language Learning; *Teacher Education; Teacher Education Curriculum; Teacher Qualifications

Many foreign language professionals do not realize that global and international education are hollow shells if they are designed and implemented using sources presented in only one language and with reliance on only one perspective from which to address world accomplishments and problems. Foreign language professionals should insist on a "marriage" between the teaching of language and culture. Seventeen strategies for bringing a global perspective to all components of the teacher education curriculum are discussed. (CB)

ED 265 127 SP 026 962

Hoffman, James V.
Research on Teaching and Its Relationship to Teacher Education. R&D Report No. 9068.
Texas Univ., Austin. Research and Development Center for Teacher Education.

PUB DATE- May 84
NOTE- 25p.; Paper presented at the Annual Meeting of the International Reading Association (Atlanta, GA, May, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Research; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; Reading Instruction; State Standards; *Teacher Education Programs; Teacher Effectiveness

A brief historical perspective on teacher education in the United States lays the foundation for a discussion of the forces and factors which are driving a reconceptualization of teacher education for the future. In a discussion of traditional conceptions of teacher education, the views of teacher educators on the dichotomous approach to preservice and inservice programs are examined. Also under consideration is the increasing role of state departments of education in determining assessment measures for teachers both before entry into the profession, and in setting standards by which teachers can eventually earn certificates as "Master" teachers. This discussion is followed by an examination of the development of research on teaching and teacher education and how this research has informed, and might better inform, teacher education. Three specific recommendations are made regarding teacher education and research on teaching. (JD)

ED 265 144 SP 027 061

Louisiana Educational Employees Professional Improvement Program Guidelines. Bulletin 1619, Revised.

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- Jan 85
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Improvement Programs; Inservice Teacher Education; *Professional Development; *School Personnel; *State Programs
IDENTIFIERS- *Louisiana

The Louisiana Educational Employees Professional Improvement Program was designed to encourage continuing educational efforts by public school teachers. Participation in the program is voluntary and is open also to administrative staff, specialists, and other personnel for whom a valid certificate is required for employment. The current revised program adds significant dimensions to the previous in-service endeavors of prior state programs in that it provides salary enhancements based upon individually planned professional development programs that include both academic and in-service pursuits. In addition, salary increments provided by the program are such that participants are encouraged to continue their studies and to remain in the teaching profession. This document provides guidelines for participation in the program. Included in the appendices are definitions of terms used in the program description, regulations pertaining to increments, and samples of forms used by program administrators and participants. (JD)

ED 265 160 SP 027 184

Ward, Beatrice; And Others
The Expanding Role of the Teacher: A Synthesis of Practice and Research. Pathways to Growth.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 85p.; For the other documents in this set, see SP 027 182-184.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Leadership Responsibility; Staff Development; Teacher Centers; *Teacher Responsibility; *Teacher Role

This paper looks at the ways in which the role of the teacher is expanding in schools across the country. The report also discusses the reasons behind such changes in the roles and responsibilities assigned to teachers and describes places where teachers are actually carrying out these expanded roles. The knowledge base which answers the question "Why expand the teacher's role?" is synthesized and implications are drawn for future operation of schools, school districts, and other educational agencies. This document is one of three publications making up the Pathways to Growth series, designed to assist school leaders in planning and implementing organizational growth in the schools. (LR)

Financial Report of Ontario Universities, 1984-85. Volume III,
Physical Plant Operating Expenses.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-202-1
PUB DATE- Nov 85
NOTE- 39p.; For related documents, see HE 018 945-946.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Building Operation; Campuses; *College Buildings; *Educational Finance; Foreign Countries; *Higher Education; *Operating Expenses; State Universities
IDENTIFIERS- Canada; *Ontario; *Public Colleges

Physical plant costs charged to the operating fund of the provincially-assisted universities of Ontario for fiscal year 1984 are presented. Attention is directed to physical plant costs that are incurred in relation to the basic academic and academic support activities of each university. Statistical data are presented on the following: physical plant operating expenses by function and object of expense, plant operating expenses by function and institution, plant operating expenses by institution and object of expense, percentage of total physical plant operating expenses by function and object of expense, percentage of plant operating expenses by object of expense by function, percentage of plant operating expenses by function by institution, percentage of plant operating expenses by object of expense by institution, breakdown of utilities and other physical plant operating expenses by institution, gross square feet and utilities rates by institution, and unit costs of physical plant operating expenses by institution. Guidelines and definitions are presented that were accepted by the Ontario Association of Physical Plant and Planning Administrators and the committee of Finance Officers--Universities of Ontario. (SW)

ED 264 949 PS 015 529

Whitebook, Marcy; Ginsburg, Gerri
Comparable Worth: Questions and Answers for Early Childhood Staff.
Child Care Employee Project, Berkeley, CA.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.; National Association for the Education of Young Children, Washington, D.C.; Rosenberg Foundation, San Francisco, Calif.
PUB DATE- 85
NOTE- 25p.
AVAILABLE FROM- Child Care Employee Project, P.O. Box 5603, Berkeley, CA 94705 ($2.50, plus $.50 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advocacy; *Child Caregivers; *Compensation (Remuneration); *Day Care; Early Childhood Education; Job Satisfaction; Legislation; Program Effectiveness; *Social Action; Social Change; Teacher Salaries; Wages
IDENTIFIERS- *Comparable Worth; *Job Evaluation

Intended to help child care advocates understand and use the concept of comparable worth, this guide book defines "comparable worth" as a movement to get wages in any one workplace to reflect a just assessment of the skills and responsibilities demanded by a job rather than false assumptions about the financial needs of the worker or racially or sexually biased assumptions about the skills involved in the job. The term also is known as pay equity, pay parity, wage justice, or job worth. The general discussion focuses on several questions, including "How do comparable worth efforts differ from attempts to secure equal pay for equal work?" "What has been accomplished by comparable worth advocates?" "Have comparable worth advocates encountered much resistance?" "How do comparable worth advocates respond to these criticisms?" and "How does the comparable worth method work?" The discussion of the promises and pitfalls of comparable worth and child care work also answers several questions, including "How does comparable worth apply to family day care providers?" "Has anyone used comparable worth evaluations to improve child care salaries?" "Has comparable worth been used as a successful educational strategy for child care workers?" and "How can I determine which comparable worth strategy will be most effective in my center?" Resources for comparable worth advocates are listed. (RH)

ED 264 978 PS 015 591

Powers, Michael D.
Training Family Day Care Providers to Use Behavior Modification Procedures: A Case Study.
PUB DATE- 83
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; Case Studies; *Child Caregivers; Early Childhood Education; Family Day Care; Home Programs; *Mothers; *Timeout; *Young Children
IDENTIFIERS- *Biting

Effects of brief time out on the biting behavior of a 21- month-old boy enrolled in a day care setting was examined. The Motivation Assessment Scale (MAS; Durand, 1983) was used to determine the function of the child's biting. A parent report survey, the MAS assesses disruptive behavior using a Likert-type scale and discriminates the function of a target behavior into one of four categories: self-stimulation, escape-avoidance, social approval, and access to preferred reinforcers. Results of the MAS indicated that biting served the function of gaining access to adult attention; in this child's case, verbal attention from both mother and day care provider. Treatment consisted of time out used contingently with instances of or attempts at biting others. When the treatment program was initiated in the day care home, the incidence of biting decreased to an average of .6 for the first week, .4 for the second week, and to 0 by week seven. When treatment was implemented at home, the decline in biting was initially less dramatic, due to the mother's incomplete implementation of the time out intervention. A correction to the same procedure used in the day care home led to an immediate reduction in biting at home to .1 per week at week six and the disappearance of biting 2 weeks later. In both settings, biting was absent at 9- and 10-week follow-ups. (RH)

ED 265 019 SE 046 319

Instructional Techniques for Increasing the Mathematics Competencies of Young Children: Teacher/Assistant Teacher Staff Development Materials.

Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.

PUB DATE- Sep 85
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; *Elementary School Mathematics; *Mathematical Concepts; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Primary Education; Problem Solving; Skill Development; Staff Development; *Teacher Education; Teacher Workshops; *Teaching Methods
IDENTIFIERS- *Mississippi

These training materials are designed to stress the importance of a close relationship between concepts and skills when teaching mathematics to young children, to present material on the important area of problem-solving, and to encourage adults to use a wide range of appropriate techniques in evaluating their work and children's work in mathematics. The materials include these six workshop sessions: (1) concept development; (2) skill development; (3) hand-in-hand: concepts and skills (reviewing the interrelated nature of concept and skill development, followed by exploration of materials and methods for enhancing development of selected mathematical ideas; (4) problem-solving; (5) evaluation; and (6) make it, take it (creating materials for classroom use). Each of the first three sessions might be followed by a short work session in which participants make materials for use in their classrooms. Each workshop (which requires 2 to 3 hours) features lecture and discussion segments. Some sessions also include time for examining materials and problem-solving. Many masters for making overhead projector transparencies for workshop leaders and handouts for participants are included. Workshop sessions cover most content areas for the Mississippi Test of Basic Skills which is given in grade 3 (and again in grades 5, 8, and 11). (JN)

ED 265 033 SE 046 333

Martel, Henry J., Jr.; Mehallis, George

An Examination of Factors Affecting Mathematics Enrollment at Broward Community College, South Campus: Societal Factors Affecting Education.

PUB DATE- Dec 85
NOTE- 27p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *College Mathematics; *Community Colleges; Demography; *Enrollment Influences; *Enrollment Trends; Higher Education; Mathematics Education; *Social Influences
IDENTIFIERS- *Broward Community College FL

Factors affecting mathematics enrollment at Broward Community College, South Campus (Florida) were examined. An analysis of demographic data reflects a huge population growth for the South Campus area. Increasing numbers of elderly, young professionals, Hispanics, and other minorities will move here primarily from the northeast and Dade County (Florida). Industrial trends indicate that some small, high-technology industries will move into the South Broward vicinity, although the area will remain primarily residential. However, increased mathematical training will be essential for industrial workers to enable them to keep pace with ever changing technology. Recently enacted state legislation has strengthened both secondary and post-secondary mathematics standards, and mathematics enrollment on the South Campus is increasing as students attempt to satisfy new state requirements. College data indicates particularly large enrollments in lower-level mathematical courses, probably due to past neglect and avoidance of mathematics. Students at all levels recognize the need for greater mathematics skills; women (who comprise over half the total enrollment and are well represented in mathematics courses) find the South Campus an acceptable place to obtain training. Three recommendations offered are to increase the number of full-time mathematics instructors, expand the mathematics program, and create an adequately staffed mathematics laboratory. (Author/JN)

ED 265 049 SE 046 350

Blueford, J. R.; And Others
Water Cycle. K-6 Science Curriculum.
Geological Survey (Dept. of Interior), Reston, Va.; Math Science Nucleus, Fremont, CA.
PUB DATE- Dec 85
NOTE- 70p.; For other documents in the curriculum see SE 046 344-349.
AVAILABLE FROM- Math/Science Nucleus, 43000 Sumter Ave., Fremont, CA 94538 ($15.00 for complete curriculum).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate; Elementary Education; *Elementary School Science; Interdisciplinary Approach; *Meteorology; *Oceanography; *Science Activities; Science Education; Unified Studies Curriculum; Units of Study; *Water; *Weather; Wind (Meteorology)

Water Cycle is one of the units of a K-6 unified science curriculum program. The unit consists of four organizing sub-themes: (1) atmosphere (highlighting the processes of evaporation, condensation, convection, wind movement and air pollution); (2) water (examining the properties of liquids, water distribution, use, and quality, and the water cycle); (3) oceans (investigating the physical features, life forms, resources, and locations of the oceans); and (4) weather (addressing the topics of clouds, winds, climate, and seasonal change). Each sub-theme contains an introductory statement, student activities for lower primary grades (K-3) and upper primary grades (4-6), and a teacher's copy for each student worksheet. Student worksheets are ready for duplicating. (ML)

ED 265 065 SE 046 366

Maryland: Mountains to the Sea. A Gallery Class, Grades 4-6.
National Aquarium in Baltimore, MD. Dept. of Education.
PUB DATE- 83
NOTE- 21p.; For related documents, see SE 046 364-367.
AVAILABLE FROM- National Aquarium in Baltimore, Pier 3, 501 E. Pratt St., Baltimore, MD 21202 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Science; *Estuaries; Exhibits; Field Trips; Intermediate Grades; Learning Activities; *Marine Biology; *Marine Education; *Science Activities; Science Education; Science Instruction; Teaching Methods; Water; *Water Resources
IDENTIFIERS- *Chesapeake Bay; Maryland

The "Maryland: Mountains to the Sea" exhibit (National Aquarium in Baltimore) consists of four exhibits and eight graphics panels. The exhibits are an Allegheny pond and a salt marsh which are both partially open, Assateague beach which includes birds, and the continental shelf. A variety of Maryland pond and ocean fish, crabs, and water birds are displayed in the exhibits. The graphics panels include information on the water cycle, the Chesapeake Bay, the productivity of the marsh and the bay, and information on the continental shelf. This guide is designed to be used in conjunction with a trip to this exhibit. The trip fits well with units that include topics related to the ecology of a pond, marsh, or estuary, Maryland geology and geography, the Chesapeake Bay, food webs, and the water cycle. The guide include: (1) introductory information about the exhibits; (2) pre-visit activities suggestions; (3) post-visit activities suggestions (including a water cycle crossword puzzle, information on and procedures for constructing a simple model estuary, a geography exercise on the Chesapeake Bay, procedures for making a hydrometer, and other activities); (4) a list of suggested readings; and (5) a list of suggested films (keyed by location and age/educational level). (JN)

ED 265 080 SE 046 381

Lim, G., Ed.; And Others
Plant Viruses and Mycoplasmas. Proceedings of a Workshop on Plant Viruses and Mycoplasmas Held at the Botany Department, National University of Singapore, Singapore, May 24-27, 1983.
Asian Network for Biological Sciences.
REPORT NO.- ISBN-9971-62-105-3
PUB DATE- Aug 85
NOTE- 129p.
AVAILABLE FROM- Professor A. N. Rao, Secretary, ANBS, Botany Dept., National Univ. of Singapore, Lower Kent Ridge Road, Singapore 0511 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Botany; Developing Nations; Field Crops; Higher Education; *Microbiology; *Research Methodology; *Scientific Research; Workshops
IDENTIFIERS- Asia; *Mycoplasmas; *Viruses

A workshop on plant viruses and mycoplasmas brought together scientists and researchers working on these microorganisms in the countries of eastern Asia, and enabled them to discuss their studies, to exchange ideas, and to become familiar with their counterparts These proceedings of the workshop contain papers which include country reports, current trends of research, and new research methods and techniques. From this 4-day workshop it was found that the research studies on viruses and mycoplasmas are actively pursued in the Asian region. Most of the studies are related to agricultural crops relevant to the countries' economic health, such as rice, pulses, citrus, beans, and coconut among others. Investigations carried out include basic research on structure, identification and classification, as well as methods of controlling diseases and ways of obtaining virus-free planting materials. (JN)

ED 265 111 SP 026 869

Torney-Purta, Judith
Courses in the Psychological Foundations of Education: Strategies for Enhancing the International Dimensions of Teacher Education.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- May 85
NOTE- 21p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872 and SP 026 874.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Cross Cultural Studies; *Curriculum Development; *Foundations of Education; *Global Approach; Higher Education; *International Education; *Preservice Teacher Education; Teacher Education Curriculum

This paper begins with the premise that international and cross-cultural resources belong in courses in psychological foundations of education as much as in other courses in the teacher education curriculum. Strategies for progress toward the long-term goal of an internationalized teacher education curriculum that begins with campus-wide initiatives and policy-making are considered. In addition to campus-wide programs, several strategies are suggested which small groups of faculty who teach psychological foundations courses can initiate. Finally, activities which individual faculty can use in psychological foundations courses to internationalize them even with limited support from the campus or from other faculty are discussed. (JD)

ED 265 128 SP 026 966

Jackson, Charlotte; And Others
The Effectiveness of Assistant Teachers as an Agent of Change in the Reading, Language, Mathematics, and Spelling Achievement of Black First and Second Grade Students.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Black Students; *Change Agents; Primary Education; *Teacher Aides; Teacher Effectiveness; *Teacher Influence

This study was designed to investigate the effects of assistant teachers on the reading, language, mathematics, and spelling achievement of black first and second grades students. The subjects of the study consisted of 167 first and second grade students at East Kemper Elementary in Scooba, Mississippi. The students of the 1982-83 and 1983-84 classes, in which there were no assistant teachers, served as the control group. The 1983-84 and 1984-85 classes, with assistant teachers in the classroom, served as the experimental group. Each group was taught by the same teacher each year. The California Achievement Test, Levels 11 and 12, Form C, was given to the control group in April of 1983 and 1984 and the experimental group in April of 1984 and 1985. Analysis of the differences between the mean test scores of the students in the control group and the experimental group showed that no significant differences existed between the achievement of the two groups in reading comprehension, reading vocabulary, language expression, and mathematics computation for both first and second grade students. However, significant differences existed in the second grade between the achievement of the groups in language mechanics, mathematics concepts and applications, and spelling. (Author)

ED 265 145 SP 027 064

Munby, Hugh
Teachers' Professional Knowledge: A Study of Metaphor.
PUB DATE- 3 May 85
NOTE- 81p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Communication (Thought Transfer); *Computer Oriented Programs; Data Processing; *Educational Research; Language Role; *Metaphors; *Teacher Attitudes

This paper reports on a continuing research project on metaphor in the language of teachers, and describes the ways in which an academic mainframe computer is being used in this research. Because the substance of the research and the computing procedures used are closely related, they are not readily separated. Following early sections dealing with the objectives of the research, its theoretical bases, and the data itself, the paper is divided into the following sections: "Method I," which contains an overview of the mainframe system and of the editing system-product used in the research, and which describes such matters as data entry, file identification, and the initial searching of the data; "The Metaphor: Lesson as a Moving Object," which describes one metaphorical figure recurring in the data of the first teacher, and how this figure relates to other figures; "Method II," which introduces further computer techniques for locating other metaphorical figures in the data; and "The Ontological Metaphors," which describes a set of major figures in the data of the first teacher. Two further sections offer comparisons of "Lesson as a Moving Object" and "The Ontologicial Metaphors" as they appear in the data of a second teacher. The paper concludes with an account of the limitations and significance of the current work and plans for the continuation of the research. (JD)

ED 265 161 SP 027 185

Hagans, Rex
Goal Based Secondary Schools: A Summary of Commonalities.
Northwest Regional Educational Lab., Portland, Oreg
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 22p.
CONTRACT- 400-83-0005-P-16
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; *Educational Objectives;
*Improvement Programs; *Institutional Characteristics;
Participative Decision Making; Secondary Education; Student Needs;
*Student School Relationship
IDENTIFIERS- *Goal Based Education

The Goal Based Education Program of the Northwest Regional Educational Laboratory has been engaged since 1981 in profiling secondary schools and/or secondary programs practicing goal based education. Profiles are presented of 17 of these schools representing different geographical areas and diverse student populations. The profiles describe the characteristics of the school and student body and the major elements of the school program. An examination of the profiles reveals several strong themes the schools have in common: (1) caring for students is a major value; (2) academic excellence is a school priority; (3) goals and outcomes drive curriculum planning and instruction; (4) time is used in a flexible way; (5) unity of mission and purpose is built by participatory planning and decision making; and (6) planning is a continuous process. Other commonalities, such as stress on positive discipline, use of educational technology to support continuous progress approaches, and an emphasis on local development of system and curriculum support materials also emerged. (JD)

ED 264 788 HE 018 969

Gardner, Brenda S.
Faculty Development in the 80's.
PUB DATE- 8 Nov 85
NOTE- 18p.; Paper presented at the National Adult Education Conference of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Students; *College Faculty; College Instruction; Continuing Education; *Faculty Development; Higher Education; *Instructional Improvement; *Program Development; Program Implementation; *Teacher Workshops

The purposes and approaches of faculty development are discussed, along with specific college faculty development programs. A model for examining such activities and a framework for designing and implementing a faculty development workshop are also examined. Popular faculty development efforts include: faculty mentors for new faculty, conferences or seminars on the theories and concepts underlying teaching, grant or leave programs, and newsletters and articles on college instruction. A chart distinguishes between low and high risk types of faculty development activities in terms of such factors as whether attendance is voluntary, whether the faculty needs to be passive or active, and moderate or high time requirements. Low risk activities are those familiar to individual faculty that are not perceived as a threat to their competency or ego. Starting faculty development efforts that are low risk helps to gain credibility and support for any type of program. Gradually, a more collaborative approach to faculty and institutional development can be put into action. A workshop for faculty that responds to their needs is one way to start a faculty development program. In addition to issues in planning a faculty development workshop, content that might be included in a workshop on adult students is identified. (SW)

ED 264 802 HE 018 984

McCord, Joan
Computers, Sex, and Society. The Microcomputing Program at Drexel University.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-E-84-4
PUB DATE- Mar 85
NOTE- 15p.; For related documents, see HE 018 983-985.
AVAILABLE FROM- Drexel University, Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Choice; College Faculty; *College Freshmen; Comparative Analysis; *Computer Literacy; Crime; Graduation Requirements; Higher Education; *Microcomputers; *Sex Differences; *Student Attitudes; Teacher Attitudes; *Use Studies
IDENTIFIERS- Barnard College NY; *Drexel University PA

Results of 1983 and 1984 surveys of faculty and students at Drexel University are reviewed to evaluate the effects of the requirement that incoming students must buy a microcomputer. Slightly more than half the faculty were computer-competent (i.e., had considerable experience with at least one class of computer, with using computers in teaching, or with using computers for research or consulting). Positive attitudes about the requirement were expressed by 68% of the faculty. A comparison of 1983 and 1984 student surveys indicated the following: 97% of male freshmen in 1984 attended high schools offering computer courses, compared to 88% in 1983; in both years, males had more exposure to computing; 40% of 1984 entering male freshmen and 20% of 1983 male freshmen had owned a programmable computer during the prior year, compared with 25% of females in 1984, and 9% of females in 1983; 94% of males and 88% of females were pleased that they would own a microcomputer (a Macintosh); females discussed computers less frequently than males; and both males and females showed more condemnation of computer-related crimes in 1984 than in 1983. The responses of Drexel students were compared to responses of females at Barnard College. Reasons for choosing Drexel and Barnard were also compared. (SW)

ED 264 815 HE 018 997

Hebbeler, Evangeline L.
Supply and Distribution of Physicians in the South: Effects of Migration and Retention Patterns.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 85
NOTE- 40p.
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; *Geographic Distribution; *Graduate Medical Education; Higher Education; *Labor Supply; Medical Services; *Medical Students; *Occupational Mobility; *Physicians; Primary Health Care; Rural Areas; Student Recruitment; Trend Analysis; Urban Areas
IDENTIFIERS- *United States (South)

Trends in the supply of physicians in the United States and in the South are reviewed, along with physician distribution, retention of medical school graduates, minority physicians, and migration of physicians into the South. During the 1970s and 1980s, the 14 states making up the Southern Regional Education Board (SREB) region experienced explosive growth in physician supply relative to that of the nation. The region's rate of growth in the number of medical school graduates also surpassed the nation's. There are considerable variations in growth rates among the SREB states and in the distribution of physicians within the states. The more urban states not only had greater increases in the number of physicians, but physicians tended to be better distributed; the predominantly rural states experienced a persistent maldistribution of physicians. Many SREB states need to reassess their medical education needs in view of the South's increased retention of its medical school graduates and increased in-migration of physicians from outside the South. However, minority physicians, particularly black physicians, are underrepresented in relation to the proportion of minority population in the region. Focusing attention on graduate medical education programs and recruiting minority medical students are recommended. (SW)

ED 264 828 IR 011 912

Computer Competencies for All Educators in North Carolina Public Schools.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- Jul 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; *Computer Literacy; Educational Trends; Elementary Secondary Education; *Inservice Teacher Education; Instructional Innovation; *Microcomputers; *Minimum Competencies; *Staff Development; *State Programs
IDENTIFIERS- *Computer Uses in Education; North Carolina

To assist school systems in establishing computer competencies for inservice teacher training and personnel hiring guidelines, the North Carolina State Board of Education in 1985 approved the recommendations of a state task force, and identified three levels of computer competencies for teachers (K-12), i.e., competencies needed by all educators, competencies needed for computer utilization in content areas, and competencies needed for computer specialization. This document explains the generic skills needed for each of these levels and lists, by academic subject, specific computer skills needed to incorporate the computer as an instructional and management tool in: (1) Arts Education; (2) Music; (3) Dance; (4) Theatre Arts; (5) Communication Skills; (6) Healthful Living Education; (7) Physical Education; (8) Mathematics Education; (9) Science Education; (10) Second Language Education; (11) Social Studies Education; (12) Vocational Education; and (13) Exceptional Children Education. Requirements, competencies, and program guidelines for Level III, i.e., certification for Instructional Technology Specialist--Computers, are also outlined. (JB)

ED 264 853 IR 011 942

Kitchen, Ronald D.
Men of Vision: A University Challenge to Distance Education.
Queensland Univ., Brisbane (Australia).
REPORT NO.- ISBN-0-86776-150-4
PUB DATE- May 85
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- Biographies; *College Administration; *Distance Education; Educational Change; Educational Development; *External Degree Programs; Foreign Countries; Higher Education; History; Intellectual History; *Program Development; Teaching Methods
IDENTIFIERS- *Australia

Prepared for the 75th anniversary of the external studies program at the University of Queensland, this essay includes a brief introduction and an introductory account of the first four directors of the program. Background information provided in the introduction includes the establishment, educational philosophy, funding sources, and administrative organization of the University of Queensland, as well as a rationale for the founding of the external degree program in 1911. Institutional developments during the tenure of each of the directors are described together with biographical data on: (1) Thomas Edward Jones (1911-1937); (2) Thomas Thatcher (1938-1948); (3) Edward Colin D. Ringrose (1950-1957); and (4) Frank Jackson Olsen (1958-1971). Each biography includes the director's background and qualifications, method of his appointment, problems encountered upon appointment, his vision for the university, his targeted objectives, and his major accomplishments. A list of references completes the document. (JB)

ED 264 866 IR 051 363

Swigchem, P. J. van
IFLA and the Library World. A Review of the Work of IFLA, 1981-1985.
International Federation of Library Associations, The Hague (Netherlands).
REPORT NO.- ISBN-90-70916-09-X
PUB DATE- 85
NOTE- 74p.
AVAILABLE FROM- International Federation of Library Associations, POB 95312, 2509 CH The Hague, Netherlands (Dfl.20.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *International Cooperation; *International Organizations; *Library Associations; *Library Materials; *Library Science; Library Services; Program Descriptions; Program Development
IDENTIFIERS- *International Federation of Library Associations

This review of the accomplishments of the International Federation of Library Associations (IFLA) during the Medium-Term Programme 1981-1985 maps IFLA's professional activities in all fields in which the federation is active and provides information for those interested in the international development of librarianship. This account of IFLA's most recent 5 years of work is divided into three major sections. Part I, The Library World Reflected in IFLA, comprises the following sections: Prologue, The Library User, Library Materials, Bibliography and Cataloging, Library Management and Library Cooperation, and the Library Profession. Part II, IFLA at Work, comprises IFLA Structure and Organization, The Core Programmes, General Research Libraries, Special Libraries, Libraries Serving the General Public, Bibliographic Control, Collections and Services, Management and Technology, Education and Research, and Regional Activities. The final section contains a reference list of the 376 sources on which this survey is based and an author index to the references. (THC)

ED 264 880 IR 051 390

Maruyama, Lenore S.
Transborder Flow of Bibliographic Data. IFLA Professional Reports, No. 7.
International Federation of Library Associations, The Hague (Netherlands).

REPORT NO.- ISBN-90-70916-10-X
PUB DATE- 85
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citations (References); *Databases; Developed Nations; Developing Nations; *Information Networks; *Information Science; *Information Systems; *International Cooperation; Library Associations; National Libraries; Position Papers; Technological Advancement
IDENTIFIERS- *Transborder Information Flow

Transborder data flow has become a topic of much discussion and concern among the governments of the industrialized world, developing countries, international organizations, and many multinational corporations. Of late, the implications to the library community have been acknowledged. In 1983, the International Federation of Library Associations (IFLA) Section on Information Technology initiated this study to investigate any barriers to the flow of bibliographic information, and to make proposals for solutions and actions. To introduce a framework for studying the problems concerning transborder flow of bibliographic data, this paper describes several categories of organizations or institutions that play a major role in this process. These include: national libraries or national bibliographic agencies; bibliographic utilities; commercial database vendors; a publicly-supported, international online network service; international bibliographic information systems; and abstracting and indexing services. Following an introduction, this document is divided into three sections. The first, "Flow of Bibliographic Data," covers major participants, the present flow of bibliographic data, estimates of future flow of bibliographic data, and comparison with international circulation of other types of data. The section on "Barriers to the Flow of Bibliographic Information" describes such barriers and their consequences. A final section includes recommendations and proposals for action. The appendix is a chart outlining certain trade restrictions and showing some at their potential effects on telecommunications, data, and information services. (THC)

ED 264 894 IR 051 404

Blagden, Pauline
Women's Studies: An Examination of Library Use by Researchers in the Field with Special Reference to the Fawcett Library. Library Research Digest No. 14.
City of London Polytechnic (England). Library and Learning Resources Service.
PUB DATE- Oct 85
NOTE- 26p.
AVAILABLE FROM- City of London Polytechnic, Library and Learning Resources Service, Calcutta House, Old Castle St., London E1 7NT, England (3 pounds).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; *Information Seeking; Library Acquisition; *Library Catalogs; Library Facilities; *Library Materials; Library Research; Library Skills; Questionnaires; Statistical Analysis; Use Studies; *Womens Studies
IDENTIFIERS- *City of London Polytechnic (England)

The Fawcett Library, a collection of international importance in the field of women's studies, faces money, space, and staff time constraints and has been reviewing its acquisitions policy with these factors in mind. This study was undertaken to gain insight into (1) library use in general by researchers in the field of women's studies, and (2) the use of the Fawcett Library and its catalog, "BiblioFem," including the reasons for non-use by those to whom it seemed potentially relevant. The study was conducted in two parts; (1) 178 questionnaires were mailed to a list of researchers compiled from the Research Index at the Feminist Library and the British Library's Research in British Universities, Polytechnics, and Colleges; and (2) 8 semi-structured interviews were conducted with library users in the Fawcett Library. Questionnaires were returned by 147 researchers, for a response rate of 83%. Background information on the study, its aims and methodology, is followed by a report on the results of the mailed questionnaire as analyzed using SPSS-X (Statistical Package for the Social Sciences). Results are reported in the following areas: response rate; topics and purpose of research; frequency of library use; libraries and library materials used; awareness of the Fawcett Library; use and non-use of the Fawcett Library; and awareness, use, and evaluation of BiblioFem. Results from the interviews are detailed by subject and level of study; patterns of use; and facilities and materials used. The questionnaire and a guide to the interview topics as well as details on the Fawcett Library (charges, borrowing arrangements, and hours of service) are appended. (THC)

ED 264 907 JC 860 027

Woods, Jacqueline E.
Status of Testing Practices at Two-Year Postsecondary Institutions.
American Association of Community and Junior Colleges, Washington, D.C.; American Coll. Testing Program, Iowa City, Iowa.

PUB DATE- 85
NOTE- 73p.
AVAILABLE FROM- ACT Publications, P. O. Box 168, Iowa City, IA 52243 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *College Admission; College Entrance Examinations; *Community Colleges; *Degree Requirements; *Educational Testing; Institutional Characteristics; National Surveys; Occupational Tests; *Student Placement; Tests; Test Selection; *Test Use; Two Year Colleges

A survey of testing practices at two-year colleges was conducted by the American College Testing Program (ACT) and the American Association of Community and Junior Colleges (AACJC) to gather information about the use of tests in admissions, placement, and program completion. A questionnaire was distributed to 1,303 two-year institutions, requesting information on institutional characteristics, admissions policies and practices, placement policies and practices, general testing practices, and program completion requirements. Study findings, based on responses from 683 colleges, included the following: (1) the majority of the two-year institutions practiced open admissions, accepting all persons over 18 who have earned a high school diploma or equivalent; (2) academic skills testing for first-time students was being practiced more widely than in the past, with indications that the use of such tests will increase in the future; (3) over 90% of the responding institutions used tests to place first-time students in the proper courses; (4) mandatory testing for course placement was most prevalent in institutions with significant minority populations; (5) testing for placement in mathematics and language arts was expected to increase in the next two to three years; (6) most schools required core courses of students seeking a certificate, diploma, or degree; (7) course completion was the preferred indicator of required proficiencies; (8) exit examinations were more frequently required at the individual program level than at institutional or state levels; (9) student services personnel played an active role in decisions about test selection and test use. The survey instrument is appended. (Author/EJV)

ED 264 920 JC 860 041

Cost Containment Study, Maryland Community Colleges: A Report to the Senate Budget and Taxation Committee and House Appropriations Committee.

Maryland State Board for Community Colleges, Annapolis.

PUB DATE- Dec 85
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; College Planning; *Community Colleges; Declining Enrollment; *Educational Finance; Enrollment Projections; Finance Reform; *Financial Policy; *Financial Problems; Financial Support; *Retrenchment; State Aid; State Surveys; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Maryland

In response to legislative mandate, this report reviews the management initiatives taken by community colleges in Maryland over the last several years to contain and reduce costs; investigates the potential for the regionalization of Maryland's community colleges; and determines new initiatives that should be considered by individual colleges in response to potential tuition losses due to projected enrollment declines. After chapter 1 introduces the mandate and the subsequent steps taken by the Maryland State Board for Community Colleges, chapter 2 examines Maryland's funding structure, changes in the share of support for the community colleges provided by the state, and the current situation. Chapter 3 focuses on cost containment initiatives, reviews the higher education literature, initiatives taken by Maryland's community colleges, and systemwide changes. In chapter 4, the question of regionalization (i.e., establishment of a coordinated relationship among the goals, programs, and resources of all of the postsecondary components of a region) is addressed, focusing on three approaches: the establishment of regional community colleges, the use of branch campuses to provide services on a contractual basis to neighboring counties, and reciprocity between counties. Chapter 5 looks at future cost containment initiatives, discussing retrenchment policies, alternative sources of revenue, and cost reductions or avoidances. Finally, committee recommendations are presented in chapter 6. Appendices provide summaries of 68 cost containment actions taken by individual colleges, information on new and discontinued programs between 1979 and 1985, and references. (LAL)

ED 264 934 PS 015 096

Masters, John C., Ed.
Models for Training in Child Development and Social Policy. Papers Presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
Vanderbilt Univ., Nashville, TN. Inst. for Public Policy Studies.
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.; Foundation for Child Development, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.; Levi Strauss Foundation, Inc., San Francisco, Calif.
PUB DATE- 85
NOTE- 56p.; Small print is used throughout monograph.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Curriculum; Graduate Students; *Graduate Study; Higher Education; Institutional Characteristics; *Interdisciplinary Approach; Models; *Program Descriptions; Program Development; *Public Policy; Self Evaluation (Groups)
IDENTIFIERS- Research Training; *Social Policy

This monograph describes seven training programs at the graduate level that integrate research on child development and the formulation and implementation of policies affecting children and families. The major purpose of the descriptions is to illustrate the range as well as the commonalities among the elements of training programs in child development and social policy. The descriptions are also intended simply to familiarize the reader with the nature of training in the area. Descriptions follow a general outline which includes a brief account of the program's origin and setting followed by discussions of the program's institutional characteristics, elements of the training program, research activities, and findings of self-evaluations. A concluding commentary focuses on additional concerns. Providing an overview of the monograph, the introductory essay generally considers models for training in child development and social policy. Four of the programs described are the Bush Centers in Child Development and Social Policy that have been initiated at Yale University and the Universities of Michigan, North Carolina, and California at Los Angeles. Also described are the program in Child Development and Public Policy at Mills College, Oakland, California, the graudate minor in Psychology and Social Policy at the University of Illinois at Urbana-Champaign, and the Congressional Science Fellowships in Child Development of the Society for Research in Child Development. (RH)

ED 264 964 PS 015 559

Kindergarten: Elementary Alaska Curriculum Guide. First Edition.
Alaska State Dept. of Education, Juneau.
PUB DATE- Aug 85
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavioral Objectives; *Curriculum Development; *Educational Objectives; *Educational Resources; *Kindergarten; Primary Education; State Curriculum Guides; *State Standards
IDENTIFIERS- *Alaska

This first edition curriculum guide is one of a series intended to serve as models to aid Alaskan school districts as they develop and review their own curriculum documents. Each guide lists topics/concepts or skills, learning outcomes, and sample learning objectives in three columns. The kindergarten guide is organized around various aspects of the self: physical, social, emotional, cognitive, and creative. The first section deals with social development and includes interpersonal relationships, developing social skills, learning to get along with a group, and learning to communicate with peers and adults. The next section addresses physical development and strength, including fine and gross motor skill development, health and nutrition needs, and rules of safety. The section on emotional development concerns elements of trust and self-esteem; it teaches children to remain in contact with their own feelings and use dramatic play as a means to clarify feelings. The section on creative development focuses on providing materials for self expession and strategies for encouraging the development of original and divergent thinking. The cognitive development section is divided into eight areas, seven of which correspond with curricula developed for grades 1 through 12. Appended is a developmental profile of the 5- and 6-year-old child. (RH)

ED 264 993 RC 015 558

Hoppe, Robert A.
Economic Structure and Change in Persistently Low-Income Nonmetro Counties.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- RDRR-50
PUB DATE- Oct 85
NOTE- 35p.
AVAILABLE FROM- Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Discriminant Analysis; *Economic Change; Economic Factors; Employment Patterns; Females; Income; *Low Income Counties; Poverty; *Poverty Areas; Regional Characteristics; *Rural Areas; *Rural Economics; Socioeconomic Status
IDENTIFIERS- Counties; United States (South)

Some nonmetropolitan counties, largely in the southern United States, remained severely economically depressed during the 1970's despite nonmetro America's economic gains during the period; other severely economically depressed counties improved their incomes in the 1970's. This report builds on an earlier study which identified 298 persistently low-income nonmetro counties during 1950-1970 and uses discriminant analysis to examine what happened to those counties during 1975 and 1979. The 231 counties which retained low-income status had higher rates of work disabilities, larger nonwhite populations, more female-headed families, fewer high school graduates, fewer workers, depended heavily on transfer payments for income, and had a poverty rate much above the nonmetro average. Twenty-seven counties escaped low-income status during 1975 and 1979 primarily through nonfarm industries such as services, manufacturing, and mining. Despite falling farm incomes 11 counties escaped low-income status in 1979 because they were predominately retirement or college counties or adjacent to urban areas. Tables present demographic and economic characteristics of nonmetro and low-income counties. Appendices containing tables compare southern low-income counties with other southern counties and describe use of discriminate analysis. (LFL)

ED 265 006 RC 015 583

A Program Evaluation Model for Migrant Higher Education.
California State Univ., Fresno.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; Department of Education, Washington, DC.
PUB DATE- Nov 85
NOTE- 65p.; For related documents, see RC 015 580-582. A product of the HEP/CAMP National Evaluation Project.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Analysis; *Evaluation Methods; *Evaluation Utilization; Higher Education; High School Equivalency Programs; Longitudinal Studies; *Migrant Adult Education; Migrant Education; *Migrant Programs; Models; Questionnaires; Secondary Education
IDENTIFIERS- College Assistance Migrant Program; *HEP CAMP National Evaluation Project

This technical report outlines the evaluation methodology used to conduct the 1984-85 High School Equivalency Programs/College Assistance for Migrant Programs (HEP/CAMP) National Evaluation Project, with special emphasis upon how this methodology might be adapted to meet evaluation requirements of local HEP and CAMP programs. Section 1 describes two methods by which programs may evaluate outcomes using the national evaluation model: a longitudinal method of tracking groups of former participants from year-to-year and a quasi-longitudinal method allowing comparison of accumulative outcomes of groups of participants enrolled in different years. Also identified are student outcomes used to assess program impact in the national evaluation; ways to measure outcomes using program documents and survey items; types of program data that should be routinely maintained to simplify the evaluation process; and an effective, inexpensive student survey plan. Section 2 summarizes data analysis procedures, suggests how local programs may use such procedures to develop and maintain a longitudinal data set on their own participants, and provides suggestions regarding computer hardware and software requirements. Section 3 presents a method for consolidating local HEP/CAMP program data into a nationally representative pool of information to serve local, regional, and national migrant education interests. Participant questionnaires in English and Spanish are appended. (NEC)

ED 265 094 SP 025 871

Akin, James N.
Teacher Supply/Demand 1985. A Report Based upon an Opinion Survey of Teacher Placement Officers.
Association for School, College, and University Staffing, Madison, Wis.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; Employment Opportunities; *Labor Market; *Secondary School Teachers; Special Education Teachers; Teacher Employment; *Teacher Salaries; *Teacher Shortage; *Teacher Supply and Demand

A survey of the membership of the Association for School, College and University Staffing requested supply and demand comparisons for elementary and secondary teachers and average beginning salaries for graduates in special education, elementary and secondary education. Findings indicated considerable teacher shortages in mathematics, physics, chemistry, computer programming, and data processing. Only physical education showed a considerable surplus of teachers. Thirteen additional teaching fields were identified as having some teacher shortage. Optimism was expressed by participating teacher placement officers from all regions of the country. According to the report, the teacher job market decline reached its low point in 1983 and has been improving since. Geographically, the Great Lakes, South Central and Southeast regions of the United States expressed the highest degree of optimism for teacher opportunities. Survey results are displayed by tables. (JD)

Hadley, Marilyn; Farland, Dale
Integrating Microcomputer Applications into Teacher Education.

PUB DATE- 1 Mar 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (Denver, CO, March 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Change Strategies; *Computer Literacy; *Curriculum Development; Diffusion (Communication); *Faculty Development; Higher Education; Innovation; Inservice Teacher Education; *Microcomputers; Preservice Teacher Education; Questionnaires; Student Attitudes; *Teacher Education Curriculum
IDENTIFIERS- *Computer Uses in Education

This paper describes the 6-year effort (1979-1985) of the University of South Dakota School of Education to integrate microcomputer applications into the teacher education curriculum. For the purpose of describing changes in procedures and key factors over time, the activities during those years are grouped into three phases--awareness, development, and implementation--and presented in chart format with the key persons involved in each section identified. Two methods of faculty evaluation are described: a self-report study in which faculty were asked to report on their computer training, utilization, and attitudes; and the Stages of Concern Questionnaire (Hall, George and Rutherford), which was used to measure the involvement and acceptance of faculty toward the use of computers in their own classroom instruction at each of the six stages. Developed for the instructors as a guide for the coordination of instructional components across courses, a scope and sequence chart provides suggestions for teaching a specific computer content area at the freshman, sophomore, junior, senior, inservice, or prerequisite level. Concluding suggestions for critical factors to consider in implementing microcomputer innovations are divided into 14 "do" and 5 "don't" items. (JB)

ED 264 979 PS 015 595

Reames, Judi; Rajecki, D. W.
Changing Preschoolers' Attitudes toward Animals: A Zoo Program and an Evaluation.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Animals; *Childhood Attitudes; Emotional Response; Nonverbal Communication; *Outreach Programs; *Preschool Children; Preschool Education; Test Validity; *Zoos

A zoo outreach program for preschoolers was evaluated by assessing the reactions of the children themselves. Children's attitudes toward certain animals were measured before and after live exposure to those animals in regular preschool settings. The attitudinal measure was a nonverbal expression of affect as elicited by pictures. Additionally, there was a measure of subjects' awareness of certain information about animal body coverings and other features of anatomy. Results indicated that there were more positive affective reactions to the animals' pictures after live exposure than before and that children's awareness of animal anatomy had increased. A discussion of the results centers on the validity of the current measures and ends by recommending future approaches for zoo outreach programs aimed at preschoolers. (Author/RH)

ED 265 112 SP 026 870

Hill, Donald M.
Enhancing the International Dimension of Undergraduate Teacher Education (Mathematics): Vox Clamantis in Deserto?
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 2 Mar 85
NOTE- 28p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872 and SP 026 874.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Global Approach; Higher Education; *International Education; International Educational Exchange; *Mathematics Education; Mathematics Teachers; *Preservice Teacher Education

Now is the time for educators to strengthen commitment to "global awareness" in colleges of education, professional organizations, the schools, and society itself. Ways to enhance the learning and teaching of mathematics by adding an international dimension are discussed. Areas which appear promising for the addition of an international dimension include: history of mathematics; comparative studies; word problems and applications; metrification; mathematical games; mathematics contests; and computers and technology. This dimension can be added through such instruments as: courses; foreign journals; materials from professional organizations; curricula; foreign visitors, students, and teachers; study abroad; and professional publications. (CB)

Professionals Working Together. Proceedings of the Annual Meeting of the Association of Physical Plant Administrators of Universities and Colleges (72nd, San Diego, California, July 10-13, 1985).

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.

REPORT NO.- ISBN-0-913359-32-7
PUB DATE- Jul 85
NOTE- 372p.; Photographs may not reproduce well.
AVAILABLE FROM- Association of Physical Plant Administrators of Universities and Colleges, 1446 Duke Street, Alexandria, VA 22314-3492 ($21.00 plus $5.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Building Operation; *Campus Planning; Capital Outlay (for Fixed Assets); College Administration; *College Buildings; *Computer Oriented Programs; Facility Requirements; Heating; Higher Education; *Operating Expenses; Personnel; Scheduling; *School Maintenance
IDENTIFIERS- Australia; Cogeneration (Energy); *Physical Plant Administrators; Preventive Maintenance

Issues concerning the conditions of college facilities are considered in 29 papers from the 1985 annual meeting of the Association of Physical Plant Administrators of Universities and Colleges. Papers and authors include: "Crumbling Academe" (Harvey H. Kaiser); "Physical Facilities Evaluation" (Henry L. Shelby); "Managing the Process of Facility Management" (Kenneth A. Hall); "Managing Non-HVAC Routine Maintenance" (Paul Biggers); "Making Computer Decisions" (Shelly K. Merrill); "Procedures for Manpower Scheduling" (Paul F. Tabolt); "Bottom-Up Capital Budgeting" (Robert H. Clawson); "Facilities Management Down Under" (William J. Humble, Maurice R. Pawsey); "Chilled Water Storage" (Miklos G. Kurz); "Local Area Networks" (Mohammad H. Qayoumi); "Nuts and Bolts of the Plant Personnel Team" (Barbara Kunz); "Buying Direct Digital Controls" (Gary L. Reynolds, John P. Sluis); "Planning a Preventive Maintenance Program" (Richard L. Orton); "Asbestos: A Hazard Identification and Training Plan for Colleges and Universities" (Harry Kriemelmeyer, William J. Lopes); "Leadership: The Difference" (Jerry Boyea); and "Selecting and Working with Architectural and Engineering Consultants" (John M. Davis). (SW)

ED 264 829 IR 011 913

Computer Education: Scope and Sequence (Grades K-12).
Anchorage Borough School District, Alaska.
PUB DATE- Jul 85
NOTE- 323p.; For 1984 "Scope and Sequence for Computer Education (Grades K-12)," see ED 252 188.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; *Computers; *Computer Science Education; Computer Software; Data Processing; Elementary Secondary Education; *Objectives; Program Descriptions; *Programing; Programing Languages; Student Attitudes
IDENTIFIERS- BASIC Programing Language; PASCAL Programing Language

A companion volume to "Scope and Sequence for Computer Education (Grades K-12)" (1984), this document outlines the goals and objectives of a school district program designed to assist students to learn to use computers and to develop positive attitudes, values, and motivation as appropriate for each individual's age, needs, and desires. After an introduction and statements of the program's philosophy and goals, a matrix format is used to outline the objectives for each grade from K to 6. The program and instructional objectives are coded to the curriculum areas of science, social studies, mathematics, and language arts; suggested software; and other resources. For grades 7 to 12, descriptions of individual courses include grade level(s), prerequisites, outlines, objectives, and type of instruction for each objective--introduction, expansion, or reinforcement. These courses are: (1) Introduction to Computers, grade 7, 4 to 9 weeks; (2) Introduction to Computer Programming, grades 7 to 8, 9 to 18 weeks; (3) Computer Fundamentals, grades 9 to 12, 1 semester; (4) Information Processing, grades 9 to 12, 1 semester; (5) BASIC 1, grades 9 to 12, 1 semester; (6) BASIC 2, grades 9 to 12, 1 semester; (7) PASCAL 1, grades 10 to 12, 1 semester; and (8) PASCAL 2, grades 10 to 12, 1 semester. The scope matrices for grades K to 12 that conclude the document correlate the objectives for each level with recommended texts, curriculum area/unit, suggested software, and other resources. (JB)

ED 264 950 PS 015 532

Shea, Jan Fisher

No Bored Babies: A Guide for Making Developmental Toys.

PUB DATE- 85
NOTE- 36p.
AVAILABLE FROM- Bear Creek Publications, 2507 Minor Avenue E., Seattle, WA 98102 ($3.95, plus $.55 postage and handling. Washington residents must add sales tax. Discount on quantity orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Auditory Stimuli; Guidelines; *Infants; *Manipulative Materials; Safety; *Toddlers; *Toys; *Visual Stimuli
IDENTIFIERS- *Parent Developed Materials

This booklet was designed to aid parents in making things at home to develop their newborn to 2-year-old children's skills. Suggested are easy-to-make visual stimuli for infants up to 6 weeks of age and 6 weeks to 3 months of age. For the latter, tactile stimuli also are considered. For infants 3 to 6 months of age, objects providing visual, tactile, and/or auditory stimulation are suggested. Objects considered appropriate for infants 6- to 8-months-old, a period especially important for the development of intelligence, include aerosol can caps for stacking and nesting, a shaking and banging toy made of empty spools and a shoe string, a rattle box made from a compartmentalized clear plastic storage box containing small objects such as buttons, sequins, wooden beads, or unpopped popcorn in individual compartments, an oatmeal box drum, rolling cylinders made of empty salt containers filled with dried beans or rocks, a toy retrieval device to attach to a high chair, and a peek-a-boo book. Similar suggestions are made for infants 8 to 14 months of age and 14 months to 2 years of age. Line drawings illustrate the contents. The booklet cautions that homemade toys, household objects used as playthings, and bought toys must be checked frequently for safety. A list of household objects that can be used as playthings and a short list of recommended readings are provided. (RH)

ED 265 020 SE 046 320

Housel, David C.; Housel, Doreen K. M.

Come Fly with Me! Exploring Science K-6 through Aviation/Aerospace Concepts.

Aerospace Education Council of Michigan, Lansing.; Michigan Aeronautics Commission, Lansing.

PUB DATE- 83
NOTE- 307p.; For the manual for grades 7-9, see SE 046 321.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Elementary Education; *Elementary School Science; Futures (of Society); Navigation; Resource Materials; *Science Activities; Science Education; *Science Instruction; *Space Exploration; *Space Sciences; Weather
IDENTIFIERS- *Aviation Education

This guide contains 95 activities dealing with various aerospace/aviation education concepts. The activities are presented in units for kindergarten through sixth grade organized around a central theme at each grade level. The themes follow a sequence from grade to grade. Beginning with the introduction of basic inquiry process skills in kindergarten, the guide moves through progressively more complex activities dealing with theory of flight, flight in the atmosphere, the earth from space, the exploration of the solar system, and culminates at the sixth-grade level, with activities on futurism and living in space. Each activity includes information on the subject area, grade level, group size, time required, teaching strategy, type of activity, concept(s) fostered, and skills fostered. Each activity also contains objective(s), materials needed, teacher background information, instructional strategies, suggested extension activities, and number(s) corresponding to resources found in an appendix. These resources (numbered from 1-298) include films, student books, and other materials organized by topic area, as well as commercial textbooks. Other appendices contain addresses of publishers and government/non-government agencies, glossary, and an appendix of additional resources. The guide's conceptual framework and other general information are included in an introduction. (JN)

ED 265 034 SE 046 334

Schmelter, Raymond Charles
A Follow-up Study of the Mathematics Education Majors from the University of Wisconsin-Oshkosh 1960-1985.
SPONS. AGENCY- Wisconsin Univ., Oshkosh.
PUB DATE- 85
NOTE- 28p.; A curriculum development project funded by the Faculty Development Program.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Education Majors; Elementary Secondary Education; Graduate Surveys; Higher Education; Labor Turnover; *Mathematics Education; *Mathematics Teachers; Teacher Education Programs; *Teacher Employment; *Teacher Persistence; *Teacher Shortage
IDENTIFIERS- Mathematics Education Research; *Wisconsin

The shortage of mathematics teachers is apparent in all 50 states with indications of increasing shortages. A three-phase study of mathematics education was designed to explore some factors of this trend. Phase 1 consisted of a literature search on mathematics teacher shortage in Wisconsin and the United States, identification of a sampling population of mathematics education majors of the University of Wisconsin-Oshkosh from 1960-1985, and the development of a questionnaire. Phase 2 concentrated on the sampling of the selected population. A summarization of the related literature and survey results comprised Phase 3. The return rate obtained in this study was 216 out of 322, or 67 percent. Survey findings indicated that 61.8 percent of the respondents were presently teaching. Data indicated that 29.5 percent of the respondents taught but left teaching while 8.6 percent never taught. The respondents also provided a ranking of the strengths and weaknesses of the university's program. (The complete questionnaire is included in the Appendix). (ML)

ED 265 050 SE 046 351

Weaver, J. F.
The Learning of Mathematics. ERIC/SMEAC Mathematics Education Digest Number 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-78-0004

AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Elementary School Mathematics; *Learning; Literature Reviews; *Mathematics Education; *Mathematics Instruction; Research Reports; *Research Utilization
IDENTIFIERS- ERIC Digests; Piagetian Theory

The principal focus of this brief report is on findings and observations from relatively recent research on the learning of mathematics. The distinction between learning and the concepts of curriculum and instruction is first reviewed. Then Piaget's theory of intellectual development is discussed, with the conclusion that it does not provide a basis for determining readiness for mathematics instruction. The contribution of information processing theory is then noted. Four additional observations from contemporary research concern the following: the focus on individuals (versus groups), behavioral objectives, invention or construction of knowledge by young children, and metacognition. A list of references is included. (MNS)

ED 265 066 SE 046 367

Chase, Valerie; And Others
Educator's Guide to the National Aquarium in Baltimore.

National Aquarium in Baltimore, MD. Dept. of Education.
SPONS. AGENCY- Baltimore County Commission on Arts and Sciences, MD.; Baltimore County Public Schools, Towson, Md.
PUB DATE- 84
NOTE- 123p.; For related documents, see SE 046 364-366. Filmstrip that The filmstrip that accompanies the document is available separately from the Aquarium ($4.00).
AVAILABLE FROM- National Aquarium in Baltimore, Pier 3, 501 E. Pratt St., Baltimore, MD 21202 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Elementary School Science; Elementary Secondary Education; *Exhibits; *Field Trips; Learning Activities; *Marine Biology; Marine Education; *Science Activities; *Science Education; Science Teaching Centers; Secondary School Science; Wildlife
IDENTIFIERS- *Aquariums

This guide is designed for educators planning trips to the National Aquarium in Baltimore. The first part provides tips on organizing a school visit and information on the aquarium lobby and exhibits. These exhibits are: (1) Maryland: Mountains to the Sea; (2) Surviving through Adaptation; (3) North Atlantic to the Pacific; (4) South American Rain Forest; (5) Atlantic Coral Reef; (6) Open Ocean; and (7) Marine Mammals. The second part consists of a chaperone's guide to the aquarium and 27 activities. The activities (which cover a wide range of topics and include, when applicable, suggestions for pre- and post-trip activities) are not divided by age or grade level since children's abilities vary. The last part includes the script for and titles of 56 slides which can be used to prepare a class for a trip to the aquarium, together with reasons why they should be used. An update of information about the exhibits is appended. (JN)

ED 265 081   SE 046 382

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.

Investigations in Science Education. Volume 12, Number 1.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 86
NOTE- 80p.
AVAILABLE FROM- SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Blacks; Concept Formation; Elementary School Teachers; Elementary Secondary Education; Higher Education; Nonmajors; *Preservice Teacher Education; Questioning Techniques; *Science Education; *Science Instruction; Scientific Enterprise; *Sex Stereotypes; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Science Education Research

Abstracts and abstractors' critiques of 10 science education research studies are presented. The first section contains four studies related to science teacher education. These studies focus on: preservice elementary science teachers' science content backgrounds, perceptions of purposes for teaching science in elementary schools, and their concerns about teaching children science; effects of field-based versus campus-based science methods courses on preservice elementary teachers' attitudes toward science teaching and pupil control; the feasibility of training teachers in using a questioning technique; and the influence of the type of practice in acquiring process skills by preservice elementary teachers. The second section contains three studies dealing with student achievement: relationships of sex, mathematics and science achievement, and science self-concept on science career preferences of black students; effects of different kinds of museum tours on children's attitudes and learning; and the relationship of students' attitudes and achievement on external examinations. The last section contains studies dealing with nonscience majors' expectation of the scientific enterprise, perceptions of high school students as to whether certain science fields are masculine or feminine, and the level of detail and degree of abstraction appropriate for different age groups who are learning about the earth in space. (JN)

ED 265 095 SP 026 086

Little, Timothy H.
Course Design Within the Context of a Thematic Teacher Education Program: A Case Study. Program Evaluation Series No. 6.
Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- Nov 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Course Content; Curriculum Design; *Educational Innovation; *Methods Courses; Nontraditional Education; *Preservice Teacher Education; Program Evaluation; *Social Studies; *Teacher Education Programs

A policy decision taken at Michigan State's College of Education profoundly changed the nature and orientation of the elementary social studies methods courses taught. It was decided that the college would move from a relatively monolithic program to offering incoming students a choice of alternate programmatic routes to certification. Specifically, within a two-year span of time four different programs were offered as alternatives to the traditional program. The thematic alternative programs were entitled: (1) "Learning Community"; (2) "Academic Learning"; (3) "Multiple Perspectives"; and (4) "Teaching in Heterogeneous Classrooms." All of the new programs retained an elementary social studies methods course within their curricular design. This paper examines the issues raised when a social studies methods course must be reconciled in premise and practice with a thematic teacher training program which is designed to be longitudinally consistent. Under special consideration are the unique premise, content, and organizational dimensions of the "Learning Community" and "Multiple Perspectives" teacher training programs. Descriptions are presented of the content and design of these two programs, the course of which key questions about these teacher training alternatives are discussed. (JD)

ED 265 129 SP 026 970

Clarke, June
Middle School Bibliography Update.
Michigan Association of Middle School Educators, East Lansing.
PUB DATE- Apr 84
NOTE- 30p.; For the original bibliography, see SP 026 973.

AVAILABLE FROM- M.A.M.S.E. Executive Director, College of Education, Michigan State University, Lansing, Michigan 48824-1034.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Junior High Schools; *Middle Schools; Student Characteristics; Teacher Characteristics; Teacher Education

This three section bibliography lists approxiamtely 20 books, 40 dissertations, and 300 journal and magazine articles relating to the middle schools. Most publication dates range from the later 1970s to 1984. Within each section, citations are alphabetized by author, and sources are identified. Topics included in the bibliography are: middle school curriculum; middle school teachers; middle school students; and characteristics of middle schools. (CB)

ED 265 146 SP 027 068

Stier, William F., Jr.
Intercollegiate Athletic Handbook.
State Univ. of New York, Brockport. Coll. at Brockport.
PUB DATE- 1 Sep 85

NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Principles; *Administrator Responsibility; Athletic Coaches; *Athletics; Extramural Athletics; Higher Education; *Intercollegiate Cooperation

This handbook is published for compliance of all departmental personnel within Intercollegiate Athletics at the State University of New York, Brockport. The purpose of this document is to provide an opportunity for all line and staff personnel (and other interested administrators and Brockport Athletic Committee members) to become familiar with pertinent data relative to the assignments, duties, and responsibilities of personnel within the athletic department. In addition, the handbook affords general information relative to institution regulations and informs segments of the college community of departmental policies, procedures and practices. It provides an outline of many of the policies and practices which are essential for a well-run athletic department, regardless of the level on which it exists. (JD)

ED 265 162 SP 027 186

Smith, Ronald M.
The High School Department: A New Force for Excellence.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 25p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Departments; *High Schools; *Management by Objectives; Organizational Effectiveness; *School Effectiveness; Secondary Education; Teacher Effectiveness; *Team Work

For most high school teachers, it appears that the work group they most closely identify with is the department (or the discipline). There are some common bonds: a common language, similar educational backgrounds, a common respect for the subject, and a shared world view shaped by the discipline itself which predisposes the members of the group to look at problems and solutions in much the same way. Another bonding factor may be found in the students who "major" in the discipline. This brings students and teachers together in ways that reinforce the uniqueness of the group. While elements that hold the department together may vary in strength from department to department and school to school, the core of common interests needed to establish and maintain teamwork and group cohesion are there. The department group, if properly nutured, can be a powerful force for achieving excellence. This paper proposes a view of the department that positions it as a new force for increasing the effectiveness of high schools. A means of attaining this goal, based on the principles of goal-based management, is presented along with specific applications which illustrate the principles in action. Issues that affect department performance are also examined. (JD)

ED 264 789 HE 018 971

Matoney, Joseph P., Jr.; Weston, Marilyn
Planning a Sabbatical? These Tips Can Save Taxes.
PUB DATE- Nov 85
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Faculty; Guidelines; Higher Education; Housing; *Income; Motor Vehicles; Recordkeeping; *Sabbatical Leaves; *Study Abroad; *Tax Deductions; *Travel

Information on potential tax-saving opportunities when planning a sabbatical is provided for college personnel. Advice is offered about tax savings for: rental of the academician's personal residences while away from home, the home office deduction, use of an auto, and foreign income tax exclusion. The answer to what expenses are deductible depends on the nature of the sabbatical and partly on how effectively sabbatical recipients plan their activities. Sabbaticals that involve travel away from home or an extended stay in a foreign country may produce a variety of expenses that qualify for tax deduction. In order to document properly the deductibility of the travel expenses, the taxpayer must demonstrate the business purpose of sabbatical travel and must follow recordkeeping requirements. Keeping a diary on a timely basis is also important. When renting one's home, it may be possible to realize substantial tax savings by showing a loss for tax purposes. Loss can be computed by subtracting house expenses from the rent received. Three requirements for making a tax deduction for a home office are that the office must be used exclusively and regularly for business, the home office must be the principal place of business, and the use of the home office must be for the convenience of the employer. (SW)

ED 264 803 HE 018 985

Microcomputing Facilities: Objectives and Policies. The Microcomputing Program at Drexel University.

Drexel Univ., Philadelphia, PA. Microcomputing Program.

REPORT NO.- MWPA-A-84-6
PUB DATE- May 85
NOTE- 12p.; For related documents, see HE 018 983-984.
AVAILABLE FROM- Drexel University, Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Policy; *College Faculty; *College Students; Computer Assisted Instruction; *Computer Oriented Programs; *Educational Facilities; Graduation Requirements; Higher Education; *Microcomputers; School Space; Use Studies
IDENTIFIERS- *Drexel University PA

Microcomputing facilities at Drexel University are described. In 1983 the university instituted a policy requiring all students to have personal access to a microcomputer. Students keep their computers in their dorm rooms or off-campus living quarters. To provide access to students while they are on campus, clusters of university-owned machines have been set up for student on-campus use, and additional clusters have been established as classrooms and print stations. University-owned machines have been allocated to academic departments for use by faculty or placed in clusters, and one cluster has been designated for faculty (and later graduate student) use. Extensive user support facilities and services have been also established to assist users. The nature and purposes of the following facilities are described: the faculty access cluster, student access clusters, and microcomputer classrooms. Specific features include: 20 Macintosh computers in the faculty access cluster, which provided faculty a place to learn how to use the Macintosh and later served as a work environment; three student access clusters; and three rooms for use by faculty wishing to use computers with students during class time. A policy statement regarding all user support facilities is attached. (SW)

ED 264 816 HE 018 998

McPheeters, Harold L.
Planning for Doctoral Nursing Education in the South.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 85
NOTE- 116p.
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; College Faculty; *College Planning; *Doctoral Programs; *Educational Demand; Geographic Regions; Higher Education; *Labor Supply; Masters Degrees; *Needs Assessment; Nurses; *Nursing Education; Program Costs; Trend Analysis
IDENTIFIERS- *United States (South)

The need and demand for new doctoral nursing programs in the South was assessed, using data collected by the Southern Council on Collegiate Education for Nursing (SCCEN). To learn how many doctoral nurses are now employed and how many are anticipated to be needed by 1990, SCCEN surveyed all collegiate nursing education programs in the Southern Regional Education Board (SREB) region, as well as the larger (over 250 beds) hospitals, and state health agencies. Doctoral-level nurses were needed as faculty for college nursing programs and as leaders in the health care system. Without any additional doctoral programs, the SREB region will be short by 91 doctoral nurses by 1990, and the region will fall short by between 21 and 84 entering positions for doctoral students per year during 1985-1990. However, five of the six existing doctoral nursing programs in the region have no waiting lists of qualified applicants, and about 20% of the enrollments in these programs are from out-of-region. While there is a need for more doctoral students each year, it is doubtful that student demand will justify educational expansion. Background information on nursing education in the SREB states is provided for each level (associate, baccalaureate, master's, and doctoral). Current plans for doctoral programs and resource requirements are also reviewed in detail. (SW)

ED 264 841 IR 011 925

Lough, Tom
Bibliography: Logo 85.
National LOGO Exchange, Charlottesville, VA.
PUB DATE- 85
NOTE- 69p.
AVAILABLE FROM- Editor, National LOGO Exchange, PO Box 5341, Charlottesville, VA 22905.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Books; *Computer Software; Microcomputers; *Periodicals; Programing; *Programing Languages; *Resource Materials
IDENTIFIERS- *Logo Programing Language

Designed to assist in identifying printed material, support groups, and instructional aids related to the Logo programming language, this bibliography is divided into nine sections: (1) books about Logo, and books with significant Logo references or helpful general information; (2) periodicals dedicated to Logo and periodicals with regular Logo features, special Logo issues, and occasional Logo articles; (3) journal articles; (4) reviews; (5) research group publications; (6) known dissertations and theses reporting Logo related research; (7) Logo aids; (8) Logo groups; and (9) a list of publishers' addresses. (JB)

Jones, Paul E.
The 1983-84 Maryland ITV Utilization Study.
Towson State Coll., Md.
SPONS. AGENCY- Maryland State Dept. of Education, Owings Mills. Div. of Instructional Television.
PUB DATE- Dec 84
NOTE- 200p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Educational Television; Elementary Secondary Education; Public Schools; Questionnaires; School Surveys; *State Surveys; Tables (Data); Teacher Attitudes; Teaching Methods; *Use Studies

Designed to follow-up a 1981 survey, this study assessed the current status of instructional television (ITV) utilization in the public schools of Maryland and compared current usage with that of the 1980-81 school year. Separate questionnaires organized around four major study questions were designed for teachers, library media specialists, principals, and ITV coordinators, and sent to a stratified sample of 209 schools. The appropriate instruments were completed by 209 principals, 209 library media specialists, and 1,045 classroom teachers, i.e., five teachers in each school. In addition, 24 ITV coordinators for public school systems received an instrument. The results of the survey indicated that: (1) ITV continues to be widely available in all Maryland public schools; (2) the most serious problem related to availability continues to be scheduling; (3) there is a positive commitment to ITV as indicated by the increase in ITV equipment and facilities during the past three years as well as by plans for increases during the next three years; and (4) the attitudes of teachers and administrators toward ITV is generally positive. Appendices include the survey sample, cover letters to all participants, and addenda to teachers' questionnaires. (Author/JB)

ED 264 867 IR 051 364

Smith, Ester Gottlieb
Libraries in Literacy. State-of-the-Art Manuscript. Volume I and Volume II.
CRC Education and Human Development Inc., Belmont, Mass.
SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, D.C.
PUB DATE- May 81
NOTE- 507p.
CONTRACT- 300-79-0674
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; Community Colleges; *Community Services; *Library Services; Library Surveys; *Literacy Education; Position Papers; Program Descriptions; *Program Effectiveness; Program Evaluation; Public Libraries; School Libraries; State Aid; State Libraries; *State Programs

In response to increased attention by federal and state agencies and community groups to the potential role of libraries in literacy education, the Office of Libraries and Learning Technologies (OLLT), initiated a national study of library involvement in literacy education. Using surveys and case studies of public libraries, public school libraries, community college libraries, state institutional libraries, agencies cooperating with libraries in literacy education, and state library agencies, the study examined the extent to which libraries have become involved in literacy education, the types of literacy education services they provide, and the populations they serve. A sample of 900 libraries and agencies stratified by type of library or agency, by state, and by urban-suburban-rural location was selected. Six data collection instruments (one for each type of library or agency) were developed and administered, and 627 (70%) responses were received. This manuscript contains two volumes. The first volume contains a project overview, a description of the methodology used, the analysis of the survey data pertaining to the involvement of different types of libraries and agencies in literacy education, a composite profile of libraries with exemplary literacy education programs, and recommendations. The second volume contains four appendices: the literature review and bibliography, the case study interview schedules, the survey questionnaires, and site profiles of seven libraries with exemplary literacy education programs. (THC)

ED 264 881 IR 051 391

Lynden, Frederick C.
Unionization in ARL Libraries. SPEC Kit 118.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Oct 85
NOTE- 234p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Collective Bargaining; Contracts; Grievance Procedures; Higher Education; *Library Administration; Library Personnel; Library Surveys; Negotiation Agreements; Personnel Policy; *Research Libraries; *Unions
IDENTIFIERS- *Association of Research Libraries

To gather data on the extent and nature of union activities in Association of Research Libraries (ARL) member institutions, the Systems and Procedures Exchange Center (SPEC) developed a two-page survey which was distributed in April 1985 to the entire membership. ARL libraries were asked about degree of past and current unionization, types of unions and numbers of affected staff, contract negotiation issues, issues covered in contracts, incidence of recent strikes, and changes in management practices in a union environment. Responses from 95 of 117 libraries (81%) indicate that unions have increased over the past 10 years as compared with earlier SPEC survey results. This kit presents the results of the survey, including tallies and listings of labor relations representatives, types and nature of unions, and names of unions at ARL institutions. Also included are three complete sample contracts for professional librarians from the University of Alberta, Boston University, and the University of California, and four complete sample contracts for support staff from the New York Public Library, the University of Pennsylvania, Princeton University, and the University of Washington. The ALA (American Library Association) Collective Bargaining Statement and a bibliography are included. (THC)

ED 264 895 IR 051 405

Access and Services: Shaping the Future. Minutes of the Meeting of the Association of Research Libraries (106th, Cincinnati, Ohio, May 16-17, 1985).

Association of Research Libraries, Washington, D.C.

PUB DATE- 85

NOTE- 142p.; For the minutes of the 105th meeting, see ED 261 696.

AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 (ARL members, $7.50; nonmembers, $12.50).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Libraries; *Cataloging; Conferences; Evaluation Methods; Higher Education; Information Networks; Library Associations; Library Automation; Library Catalogs; Library Planning; *Library Services; Position Papers; *Research Libraries; Self Evaluation (Groups)

IDENTIFIERS- *Association of Research Libraries; Library Materials Conservation; *Retrospective Conversion (Library Catalogs)

Minutes from the 1985 Membership Meeting of the Association of Research Libraries (ARL) include the full-text of the presented paper, "Proposal for a North American Program for Coordinated Retrospective Conversion," by Jutta Reed-Scott, and the comments of a six-member panel, made up of members of the ARL Committee on Bibliographic Control, on the proposal. Duane E. Webster introduces the topic, "Services: The OMS (Office of Management Studies) Public Services Program," and a six-member panel describes the experiences of the test libraries with the self-evaluation program. Discussion and comments follow the papers. The business meeting, which is covered in detail, begins with two special reports, one on the National Endowment for the Humanities and one on the council on Library Resources (CLR). The following reports are also included: (1) Committee on the Preservation of Research Library Materials; (2) ARL President's Report; (3) ARL Executive Director's Report; (4) report from the Office of Management Studies; and (5) report from the Committee on ARL Statistics. At this meeting it was also agreed that Laval University would be invited to join the Association. Eight appendices of supporting information include an ARL Office Activities and Status Report; Report from the CLR Bibliographic Services Development Program; Status of OMS Programs; excerpts from the OMS 1984 Annual Report; lists of attendance from member institutions, members, and guests and staff; a list of officers, the board, and committees and task forces of ARL; membership of ARL; and the financial report for 1984. (THC)

ED 264 908 JC 860 028

Romanik, Dale
Staff Evaluation: Commitment to Excellence.
Miami-Dade Community Coll., FL. Mitchell Wolfson New World Center Campus.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; Community Colleges; *Evaluation Criteria; *Evaluation Methods; *Faculty Evaluation; *Personnel Evaluation; School Personnel; Summative Evaluation; Two Year Colleges

This booklet describes the four major components of the staff evaluation plan currently practiced at the Mitchell Wolfson New World Center Campus of Miami-Dade Community College. First, introductory material indicates that the essential elements of the plan include a concern for staff development, improvement, and accountability, as well as the need to provide information for decisions on promotion, reappointment, and salary. Next, the four evaluation components are explained: (1) appraisal of full- and part-time faculty, which involves mutual goal setting, classroom visitations, student evaluations, and annual collegewide performance evaluations; (2) evaluation of non-teaching faculty and professional personnel, which involves an annual evaluation by the immediate supervisor; (3) evaluation of classified and staff personnel based on growth and development, improved work performance, and enhanced rapport between supervisor and employee; and (4) evaluation of campus administrators, which involves peer evaluation and climate surveys. Evaluation forms and a bibliography are included. (LAL)

ED 264 921 JC 860 042

Losak, John; Morris, Cathy

College Preparatory Analysis, Part I. First-Time-in-College Students, Fall 1982: College-Wide Summary. Research Report No. 85-35.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Dec 85

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; Basic Skills; College Freshmen; College Preparation; Community Colleges; Comparative Analysis; *Educational Testing; High Risk Students; Longitudinal Studies; Program Effectiveness; *Remedial Programs; Scores; Student Attrition; Testing Programs; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *College Level Academic Skills Test

Persistence rates and College Level Academic Skills Test (CLAST) passing rates are the two outcome measures most often used to assess success at Miami-Dade Community College (MDCC). A study was conducted to examine these two measures for comparative groups of students whose performance on the basic skills assessment measure ranged from passing no tests to passing all tests, and who subsequently satisfactorily completed college preparatory instruction in none or all of the areas. First-time-in-college students from the fall 1982 term were chosen for the study. Study findings included the following: (1) students who completed college preparatory courses in all areas for which they were underprepared had the same persistence rates as students without skills deficiencies; (2) the persistence rate for students below the placement score on all three tests ranged from 10% for those who took no college preparatory work to 46% for those who completed work in all three deficiency areas; (3) underprepared students took longer to complete their education; (4) students completing college preparatory courses in the areas in which they had skill deficiencies had a higher CLAST passing rate (81%) than those who did not complete college preparatory classes (56%); and (5) students who successfully completed all necessary college preparatory classes had the same 3-year persistence rates as students who began with no skill deficiencies. A discussion of the implications of the findings is included and data tables are appended. (EJV)

ED 264 965 PS 015 564

Becoming Human through Music. The Wesleyan Symposium on the Perspectives of Social Anthropology in the Teaching and Learning of Music (Middletown, Connecticut, August 6-10, 1984).

Music Educators National Conference, Reston, Va.

SPONS. AGENCY- Wesleyan Univ., Middletown, Conn.
PUB DATE- 85
NOTE- 141p.; Sponsored by the Graduate Liberal Studies Program, Wesleyan University; funded by The Presser Foundation, Bryn Mawr, Pennsylvania.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- American Indian Culture; Anthropology; Comparative Analysis; Conferences; Cross Cultural Studies; *Dance; Dance Education; Educational Innovation; *Educational Practices; Elementary Secondary Education; *Folk Culture; Hawaiians; Hopi; *Humanistic Education; Latin American Culture; Mende; Museums; *Music; *Music Education; Music Teachers; Teacher Role
IDENTIFIERS- Cultural Anthropology; *Ethnomusicology

This symposium focused principally on a transcultural approach to music teaching and learning. After an introductory chapter, contents (1) compare the music and dance of the Hawaiian and Hopi peoples; (2) explore the role of the music teacher in multi-cultural societies; (3) present a pictorial notation designed for the transmission of traditional Polynesian dance, comparing the notation with four alternate pictorial systems; (4) discuss how music making could be better learned in modern industrial society, drawing on the music education practices of the Venda people of South Africa; (5) delineate ethnomusicological principles guiding music education within a museum setting, including examples from Mohave and Mende traditions; (6) contrast learning and teaching in the Blackfoot Indian and Iranian conceptions of music; (7) describe Tshokwe principles of music making; (8) explore ways music-dance and music-dance education might shape consciousness toward an agenda of world peace and justice; (9) examine variables in the transmission of cultural knowledge through performance, as they apply to the Kassena-Nankani and the Mapuche; (10) offer observations about Bulgarian music education, with implications for the western system of music education; (11) briefly describe performances and workshops; and (12) discuss the application of ethnomusicology to music teaching and learning. (RH)

Smith, Barbara J.
Head Start: A Promise for Alaska's Children and Families.
Easter Seal Society of Alaska, Anchorage.
SPONS. AGENCY- Alaska State Dept. of Community and Regional Affairs, Juneau.
PUB DATE- Sep 84
NOTE- 26p.; A product of the Early Childhood Coordination Project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Support; Family Programs; Federal Programs; *Financial Needs; Financial Support; *Health Needs; Medical Services; Preschool Children; *Preschool Education; Program Descriptions; *Program Effectiveness; *Rural Areas; Rural Education; Screening Tests; State Aid; Volunteers
IDENTIFIERS- *Alaska; *Project Head Start

In fiscal year 1983 nearly 1,500 Alaskan children under the age of 6 received Head Start services from a total of 262 staff members--149 of whom were classroom personnel--and 1,473 volunteers. Over 700 Head Start children received medical screening, and more than 100 needed and received medical treatment through Head Start. Over 800 Head Start children received dental exams, and more than 200 needed and completed dental treatment. Alaska Head Start programs enrolled and provided special services to 164 children with a variety of handicapping conditions. A total of 1,094 families received services from Head Start. The State of Alaska currently provides 40% of the Alaska Headstart funds, a significant contribution which is used to improve the overall quality of services to children and families as well as to meet the costs of providing Headstart services in rural and remote Alaska, e.g., fuel and transportation costs, materials to meet local cultural needs, and the purchase of medical and other support services. Increased funding is needed for Headstart to serve children currently on waiting lists, increase training opportunities for staff and volunteers, and purchase or construct Head Start facilities. (JHZ)

ED 265 007 RC 015 584

Chicoine, David L.; Langston, Suzanne W.
Structural Changes in Illinois Agriculture and Industry: Impact on Illinois School Finance. Series E. Agricultural Economics. No. 85-E-335.
Illinois Univ., Urbana. Dept. of Agricultural Economics.
SPONS. AGENCY- Illinois Univ., Urbana. Agricultural Experiment Station.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Dec 85
NOTE- 33p.; Paper presented at the School Policy Conference (Decatur, IL September 19, 1985).
AVAILABLE FROM- University of Illinois at Urbana-Champaign, Dept. of Agricultural Economics, 1301 W. Gregory St., Urbana, IL 61801 (free)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consolidated Schools; Differences; *Educational Equity (Finance); *Educational Finance; *Equalization Aid; Finance Reform; Financial Policy; Fiscal Capacity; *Futures (of Society); Policy Formation; Property Taxes; Regional Characteristics; Rural Areas; Rural Economics; School Support; Simulation; *State Aid
IDENTIFIERS- *Illinois

Simulation of changes through 1988-89 in the distribution of general school aid (GSA) in Illinois demonstrated implications of a dual state economy for educational finance. Agricultural and heavy manufacturing areas were found to have suffered loss of tax revenue while service and light industry areas experienced increased revenue. Downstate manufacturing cities and rural districts were projected to receive a larger share of GSA while other areas of the state would receive a lesser share. School districts serving rural agricultural areas and smaller towns would receive 80% of the gain. Major conclusions of the simulation were that poor economic performance of agriculture and manufacturing would limit fiscal capacity of many school districts and eventually cause redistributions of state aid. Questions were raised about the ability of school districts to finance already legislated reforms without increases in GSA and about the use of school consolidation to increase fiscal capacity. The foundation for school financial reform was seen to be linkages between economic performance, property tax base, and local fiscal capacity. Maps illustrate change in personal income, manufacturing, and real estate assessments; tables and figures present state financial balances, farmland assessments, estimated change in GSA, and growth in income and sales tax receipts. (LFL)

ED 264 935 PS 015 272

Daugherty, Thomas; And Others
Using Computers to Construct Knowledge and Enhance Teacher-Child Interactions.

PUB DATE- 8 Jun 85
NOTE- 31p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Elementary Education; *Elementary School Students; *Elementary School Teachers; *Microcomputers; *Teaching Methods; *Teaching Skills
IDENTIFIERS- *Computer Uses in Education; Teacher Competencies

Although inappropriate computer experiences emphasizing things more than people are frequently introduced into elementary school classrooms by inadequately trained administrators and teachers, computers can be appropriately used to liberate or empower thinking abilities. Certainly, computers should be used for specific reasons, but "appropriate" should be understood as a metaphor for emerging "good" teaching methodologies and adaptation of class content. When teachers begin to learn to use new programs in their classrooms, they reveal themselves as learners. Thus, students have the opportunity to learn with a learning adult. When learning is the model for what adults do in the classroom, then the computer provides a richness of possibilities; in the student-technology-teacher relationship, a unique opportunity implicitly exists. Computers are not teacher-remedial, nor should they be intrusive. Computer use should be internalized by the teacher and the classroom dynamics into an already-excellent pedagogy. In essence, appropriate computer use should be viewed as a methodological hybrid, seen as an important media only when and where it offers significant instructional experiences. Teachers should have the time, in-service experience, and the security within the school system to use the computer to create a milieu in which students become hypothesis-testers with critical thinking abilities, and not fixed reality constructions. Appended materials illustrate the use of the computer to facilitate thought and describe various appropriate uses. (RH)

ED 264 980 PS 015 596

Hewes, Dorothy W.
Compensatory Early Childhood Education: Froebelian Origins and Outcomes.
PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; Developmental Psychology; Early Childhood Education; Educational Development; *Educational History; *Educational Practices; *Immigrants; *Kindergarten; *Outcomes of Education; Poverty; Primary Education; Religious Factors
IDENTIFIERS- Cultural Adjustment; *Froebel (Friedrich); Nineteenth Century

Froebelian kindergartens, popular in the United States during the late 1800's, were widely accepted as an effective way to assimilate immigrant children and their parents into the mainstream of the nation's culture. This paper focuses on the immigration patterns that led to an emphasis upon the educational system of Froebel, upon the effectiveness of the kindergarten programs, and upon the importance of nineteenth-century charity kindergartens in determining the development of early childhood education and developmental psychology. It is argued that the long-term results of the charity kindergartens were more favorable for the benefactors than for the recipients, but that the curriculum as it was initiated was humanistic, child-centered, and appropriate within the "zeitgeist" of Victorian America. (Author/RH)

ED 265 051 SE 046 352

Spratley, Ernell; Drabek, John

Location Patterns of Minority and Other Health Professionals.

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
REPORT NO.- DHHS-HRS-P-OD 85-2; HRP-0906479
PUB DATE- Aug 85
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *Dentists; *Employment Patterns; Ethnic Distribution; *Geographic Distribution; *Minority Groups; *Pharmacists; *Physicians; Racial Distribution

Descriptions of the number and distributions of minority physicians, dentists, and pharmacists within certain geographically and demographically defined areas are provided. Data from the Bureau of the Census for the 1980 Decennial Census were used in examining distribution patterns of minority and non-minority practitioners by geographic region, number of inhabitants, poverty status of the area, and primary care manpower shortage area designation status. Where possible, practitioner-to-population ratios by race/ethnicity are also presented for localities. This study's findings indicate: (1) Asians outnumbered other minority groups, especially within the physician supply; (2) uneven distribution patterns occurred among geographic regions of the country regardless of race/ethnicity; (3) all racial/ethnic professionals were disproportionally located in heavily populated areas, but minority health professionals were more likely than white health professionals to reside in the most populous counties; and (4) an overwhelming majority of all health professionals resided in counties which were not classified as high poverty areas. Numerous tables are contained throughout the text and in the appendix. (ML)

ED 265 113 SP 026 871

West, B. Bradley

The State of the Profession: International Field/Student Teaching Experiences in Undergraduate Teacher Preparation. Images for the Near Future.

SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 85
NOTE- 31p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872 and SP 026 874.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Background; *Field Experience Programs; Global Approach; Higher Education; *International Education; *International Educational Exchange; *Preservice Teacher Education; *Student Teaching; Study Abroad

The importance of orientation programs for international student teachers is discussed in this paper. It is pointed out that schools of education should organize predeparture orientation programs, both for teaching and for cultural understanding, that emphasize five areas: (1) personal awareness and behaviors; (2) the host country and its cultural imperatives and expectations; (3) purposes in going to the host country; (4) definition of goals and educational aims; and (5) the issue of willingness to make the effort to meet the objectives, enter the country with sensitivity, and participate on terms acceptable to the hosts and the setting of standards of performance and behavior. A list of 100 United States teacher preparation institutions that conduct or participate in international teaching programs, with the countries where student teachers have been placed, and a set of brief descriptions of 9 overseas teaching programs conducted by American universities are appended. (JD)

ED 265 130 SP 026 973

Whitmer, Sylvia P.; Hull, Lorraine
A Complete Bibliography of Middle School Materials.
Michigan Association of Middle School Educators, East Lansing.
PUB DATE- 83
NOTE- 88p.; For a bibliography update, see SP 026 970.
AVAILABLE FROM- N.A.M.S.E. Executive Director, Michigan State University, 418 Erickson Hall, East Lansing, MI 48824-1034.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Junior High Schools; *Middle Schools; Student Characteristics; Teacher Characteristics; Teacher Education

This four-part bibliography lists approximately 75 books, 300 papers, dissertations, and reports, 700 journal and magazine articles, and two filmstrips dealing with middle schools. The bibliography is alphabetized by author, and sources are identified. Topics covered in the bibliography include: middle school curriculum; surveys of the quality and other characteristics of middle schools; problems of middle school students; and middle school teachers. (CB)

ED 265 147 SP 027 070

Buchmann, Margret
Role Over Person: Legitimacy and Authenticity in Teaching. Occasional Paper No. 87.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 28p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, MSU, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; *Personal Autonomy; *Role Perception; Teacher Characteristics; *Teacher Role; Teaching (Occupation); Teaching Conditions

This paper discusses competing norms for justifying teacher decisions, their effects on productivity and legitimacy in teaching, and the teaching profession as a moral and learning community. Drawing on philosophical analyses and studies of elementary and secondary schools, teacher preparation, staff development, and the adoption of innovations, it argues that personal orientations (centering on personal habits, interests, and opinions) remove teacher decisions from the realm of criteria for judging appropriateness. Personal reasons have explanatory value; they carry less weight when justifying professional action. Role orientation involves references to larger, organized contexts, including the disciplines of knowledge, group purposes, and societal issues. Attention to the teaching role is particularly important in American education where structural features (e.g., recruitment, induction, rewards) and the ethos of the profession converge in presentism, conservatism, and individualism. These tendencies are reinforced by typical workplace conditions. Teacher isolation and the lack of shared experiences and a common language make it difficult to develop role orientation. Practices in teacher preparation and staff development stressing the personal, even idiosyncratic, element in teaching are therefore problematic and ought to be abandoned. Instead, teacher educators should attempt to develop and support role orientation as a disposition. A 47-item reference list is appended. (Author/LR)

ED 264 776 HE 018 949

Mahan, James M.; Lacefield, Warren E.

Factors Influencing Satisfaction of Non-Traditional Students with Mainstream Graduate Programs.

PUB DATE- 1 Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Comparative Analysis; *Graduate Study; Higher Education; *Hispanic Americans; Individual Needs; *Nontraditional Students; *Reentry Students; Schools of Education; Student Attitudes; Student College Relationship; Student Needs; *Student Problems; Success; White Students

Factors that influence satisfaction and retention of nontraditional students in graduate programs of education were studied. The study participants attended a major, midwestern university and consisted of three groups: 10 Hispanic graduate students (26-58 years old); 10 Anglo graduate students (29-43 years old); and graduate faculty teaching the 20 students. The Anglo sample was mostly younger than the Hispanic sample. For the Hispanic students, 3 to 34 years had elapsed prior to entering the doctoral program. Respondents rated 24 potential problems and obstacles that the students might encounter in graduate study, and ratings were made of five general categories of Maslovian personal needs: self-actualization, autonomy, esteem, social, and security. Problems rated most severe by Hispanic students concerned institutional and organizational aspects of graduate study life. The Hispanic students rated every problem as more serious to them than did the Anglo students. Six of the 10 Hispanic students were judged as having little chance for completion of their doctoral programs. The analysis revealed characteristics of students who were likely to be successful. Recommendations for the institution are included. (SW)

ED 264 790 HE 018 972

Makinen, Raimo, Ed.; And Others
Recent Finnish Research on Higher Education, 1985. Kasvatustieteiden Tutkimuslaitoksen Julkaisuja 364.
Jyvaskyla Univ. (Finland). Inst. for Educational Research.
SPONS. AGENCY- Ministry of Education, Helsinki (Finland).
REPORT NO.- ISBN-951-679-375-4
PUB DATE- 24 May 85
NOTE- 218p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Career Choice; College Faculty; College Students; *Educational Change; Educational Development; Educational Economics; *Educational Research; *Foreign Countries; *Higher Education; Humanities; Job Satisfaction; *Learning Processes; Management Development; Medical Education; Sciences; Social Change; Student Attrition; Student Motivation; *Teaching (Occupation)
IDENTIFIERS- *Finland

The results of current research in higher education in Finland are described in 11 articles, published with the aim of reinforcing contacts with international researchers. Articles' titles and authors include: "University Development, Social Change, and Regional Policy" (Ari Antikainen); "Research on the Economics of Higher Education in Finland" (Olle Anckar); "Academic Careers Study 1965-83: Account of Life Course" (Yrjo-Paavo Hayrynen); "The Connection between Vocational Orientation and Vocational Commitment, Career Choice Satisfaction and Choice of a Teaching Career in the Humanities and Natural Sciences: A Four-Year Follow-up Study" (Hannu Perho); "Students' Motivational Background and Their Orientation Development During Study Years" (Mauri Panhelainen); "Effects of a Degree Reform on Drop-Out and Duration of Studies at the University of Jyvaskyla" (Raimo Makinen, Antero Malin); "The School of Economics and the Formation of Managerial Capability" (Anssi Hyvarinen); "Study in a Multidisciplinary Training Programme: A Follow-up of Students of Medicine" (Annikki Jarvinen); "The Development of Students' Scientific Conceptions of the World" (Anita Nuutinen); "Evaluation of Cognitive Structures and Profundity of the Learning Process" (Kari Niinisto); "Extension Studies Under Pressure from Work Life, Training, and Myths" (Matti Parjanen). (SW)

ED 264 830 IR 011 914

Computer Literacy Act of 1984. Report together with Minority Views and Computer Literacy Act of 1983. Report together with Additional Views. To accompany H.R. 3750.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-R-98-752-Pt-1; House R-98-752-Pt2
PUB DATE- 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Computer Literacy; Computer Software; Elementary Secondary Education; *Federal Aid; *Federal Legislation; Government Role; *Microcomputers; State Agencies; Teacher Education
IDENTIFIERS- Congress 98th

These two reports contain supporting material intended to accompany the Computer Literacy Acts of 1983 and 1984 (H. R. 3750). This bill was designed to promote the use of computer technologies in elementary and secondary schools by authorizing: (1) grants to local school districts, particularly in poor areas, to purchase computer hardware; (2) teacher training institutes to improve the technological skills of individuals who are engaged in or preparing to engage in teaching; and (3) a grants program for the evaluation and dissemination to schools of information educational computer hardware and software. The report of the Committee on Education and Labor (Part 1) includes the text of the 1984 bill; a summary; its legislative history; need for the legislation; provisions of the bill; cost estimates; and minority views on the Computer Literacy Act of 1984. The report from the Committee on Science and Technology (Part 2) includes the text of the 1983 bill; purpose of the bill; background and need for the legislation; a sectional analysis of the bill as amended; committee views; a legislative history; a budget analysis and projection; and additional minority views on the bill. (JB)

ED 264 951 PS 015 534

Shade, Daniel D.
Will a Microcomputer Really Benefit Preschool Children? A Theoretical Examination of Computer Applications in Early Childhood Education.
PUB DATE- Nov 85
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (New Orleans, LA, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; Cognitive Development; Competence; *Computer Assisted Instruction; Computer Software; *Early Childhood Education; Educational Technology; Literature Reviews; Models; *Outcomes of Education; *Young Children
IDENTIFIERS- Bruner (Jerome S); Erikson (Erik); Papert (Seymour); Piaget (Jean); Psychosocial Development

This paper argues that the microcomputer has a place in early childhood education when it is coupled with microworld software. Microworld software formats are open-ended, user-designable, child-oriented software experiences providing children with direct access to specific concepts and the opportunity to exercise those concepts in meaningful ways. The use of microcomputers was approached from three major theoretical frameworks: those of Piaget/Papert, Erikson, and competence development. By presenting microcomputers in light of these theories, it was shown that many computer applications are developmentally appropriate for young children. Finally, using Bruner's idea that cognitive development is influenced by the culture's technological advancements, the paper concluded that caregivers' major commitment to children is to encourage the development of competence which can be fostered by using the microcomputer with microworld software. (BB)

ED 265 021 SE 046 321

Housel, David C.; Housel, Doreen K. M.
Come Fly with Me! Exploring Science 7-9 through Aviation/Aerospace Concepts.

Aerospace Education Council of Michigan, Lansing.; Michigan Aeronautics Commission, Lansing.
PUB DATE- 84
NOTE- 335p.; For the manual for grades K-6, see SE 046 320.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Astronomy; Biological Sciences; Earth Science; Human Body; Junior High Schools; Physical Sciences; *Science Activities; Science Education; Science Instruction; *Secondary School Science; *Space Exploration; Space Sciences
IDENTIFIERS- *Aviation Education; *Space Shuttle

This guide contains 67 activities dealing with various aerospace/aviation education concepts. The activities are presented in units related to physical science, earth science, and life science. In addition, there is a section related to student involvement in the space shuttle programs. The physical science unit (activities 1-23) focuses on the forces and basic principles of flight and the structure of planes and rockets. The earth science unit (activities 24-44) deals with the solar system, satellites, space probes and other topics. The life science unit (activities 45-67) focuses on the human body in space. Each activity includes information on the subject area, grade level, group size, time required, teaching strategy, type of activity, concept(s) fostered, and skills fostered. Each activity also contains objective(s), materials needed, teacher background information, instructional strategies, suggested extension activities, and a code corresponding to resources found in the appendix. Resources include films, books, and additional materials organized by topic areas. Other appendices contain lists of computer software, addresses of agencies supplying media, lists of Michigan resource centers and resource persons, a glossary, and indexes of science concepts and skills by lesson. The guide's conceptual framework and other general information are found in an introduction. (JN)

Research Talent in the Natural Sciences and Engineering: Supply and Demand Projections to 1990.

Natural Sciences and Engineering Research Council, Ottawa (Ontario).

PUB DATE- May 85
NOTE- 103p.
AVAILABLE FROM- Natural Sciences and Engineering Research Council, 200 Kent St., Ottawa, Ontario K1A 1H5 Canada.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Doctoral Degrees; *Employment Projections; *Engineering; Engineering Education; Engineers; Enrollment; Foreign Countries; Higher Education; Labor Force; *Labor Needs; *Labor Supply; Masters Degrees; *Natural Sciences; Research and Development; *Researchers; Science Education; Scientists
IDENTIFIERS- *Canada

This report presents conditional forecasts of the research talent required for the Canadian government's economic growth and research and development (R&D) targets. A number of alternative scenarios are also assessed. The study limits itself to postgraduate manpower in the natural sciences and engineering. Following an executive summary and introduction, the report focuses on: (1) assessment of the 1985 Gross Expenditures on Research and Development (GERD) and manpower targets; (2) gross national products (GNP) and GERD projections to 1990, considering the growth of GNP, GERN/GNP ratio, and GERD distribution by funder and performer and taking up in turn the 1984 and the adjusted and restructured distributions; (3) highly qualified manpower (HQM) demand projections, considering the 1984 stock of researchers, demand elements (addressing net growth in the stock of researchers, replacements, R&D related demand, and other HQM demand), degree and discipline breakdown, and demand projections; (4) supply of HQM, discussing recent postgraduate growth, forecast of enrollments and degrees, and total annual supply; (5) the gap between supply and demand; and (6) implications arising from the supply/demand analysis, considering occupational mobility, foreign migration, existing programs, and other areas. Included are six appendices with GERD projections to 1990, supporting data for demand and supply projections, and other supporting documentation. (JN)

ED 265 067 SE 046 368

Richter, Bernice; Wenzel, Duane
The Museum of Science and Industry Basic List of Children's Science Books 1973-1984.
American Library Association, Chicago, Ill.
REPORT NO.- ISBN-0-8389-3294-0
PUB DATE- Nov 85
NOTE- 166p.; This bibliography is an extension of the Chicago Museum of Science and Industry's Kresge Library and its annual Children's Science Book Fair.
AVAILABLE FROM- Publishing Services, American Library Association, 50 East Huron Street, Chicago, IL 60611 ($9.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Animals; *Biological Sciences; Books; *Childrens Literature; Computer Science; Elementary Education; *Elementary School Science; Engineering; Environmental Education; Mathematics; Physical Environment; *Physical Sciences; Reference Materials; *Resource Materials; Science Education; *Science Materials; Technology

Children's science books are listed under these headings: animals; astronomy; aviation and space; biography; careers; earth sciences; encyclopedias and reference books; environment and conservation; fiction; general science; life sciences; marine life; mathematics and computer science; medical and health sciences; physics and chemistry; plant life; and technology and engineering. Each entry contains: (1) a complete bibliographic description of the item, including author(s), title, publisher, publication date, current cost, and other information; (2) a summary of the general content; (3) the reading level; (4) a rating symbol that represents an editorial judgment of the book's usefulness (AA-strongly recommended/excellent; B-recommended/very good; C-acceptable quality; and D-not recommended); and, when available (5) citations to further publications with additional reviews. Information on how to use the book and comments on the rating symbols are included with introductory matter. Also included in appendices is a directory of publishers, an annotated list of sourcebooks for adults, science magazines, children's magazines (using the same format as for the children's books), a list of six review journals, an author index, and a title index. (JN)

ED 265 096 SP 026 152

Bannon, Joseph J., Ed.
International Symposium on Sports for Everyone. Proceedings (Anaheim, California, July 27, 1984).
Academy of Park and Recreation Administration.

REPORT NO.- ISBN-0-915611-02-3
PUB DATE- 85
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; Foreign Countries; Government Role; *Lifetime Sports; *Parks; *Program Administration; *Recreational Facilities; Sociocultural Patterns

The symposium reported in this document was a cooperative project of people interested in parks and recreation, and particularly in the international aspects of the movement known as Sports for Everyone. The following papers were presented: (1) "Overview of the World-Status of Sport for Everyone" (Jurgen Palm); (2) "Development of Leadership and Sport in Asia" (Masaru Ikeda); (3) "The Uniqueness of Non-Formal Sports in Different Countries and Regions" (Lamartine P. Costa); (4) "Government: What is its Role in World Sports for Everyone" (Raoul Mollet); (5) "Future World Wide Trends in Sports for Everyone" (C. Carson Conrad); (6) "The Role of Volunteer Organizations and Volunteers in Providing Sports for Everyone" (Denny Neider); (7) "Some Trends in Scandinavia of Sports Promotion for Sports for Everyone" (Kalevi Olin); and (8) "Republic of China Sports Federation: Present and Future" (Chen-hsing Huang). (JD)

ED 265 163 TM 850 234

Spitler, Deborah; And Others
Initial Report of the Evaluation of the Elementary Writing Program.
Fairfax County Public Schools, VA. Dept. of Instructional Services.
PUB DATE- Jul 84
NOTE- 98p.; Graphs and charts may not reproduce well
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Attitude Measures; Case Studies; Classroom Observation Techniques; Elementary Secondary Education; Evaluation Methods; *Inservice Teacher Education; Interviews; Participant Satisfaction; *Program Attitudes; *Program Evaluation; *Program Implementation; Questionnaires; *Staff Role; Teacher Attitudes; Team Teaching; *Writing Instruction; Writing Processes
IDENTIFIERS- *Fairfax County Schools VA

The Fairfax County, Virginia, Schools' Elementary Writing Program (EWP) was evaluated over a two-year period. The first year focused on describing and analyzing program development and implementation. The second year of the evaluation addressed program effectiveness. Three questions comprised the development and implementation phase of the evaluation: (1) the effects of inservice training workshops on participants' attitudes and behavior; (2) the extent of implementation in the schools; and (3) the roles played by administrative and school district staff in planning, implementation, and support of the program. Writing processes (prewriting, drafting, revising, and sharing) were taught by teams consisting of the principal, reading teacher, a primary level teacher, and an upper level teacher. Evaluation data were collected from questionnaires, interviews, and a case study of one school. Results indicated that EWP implementation was highly satisfactory, although program developers had little control over some of the factors influencing success. It was suggested that more than one year was needed to implement this program. Extensive appendices contain: (1) classroom observation procedures and evaluation forms; (2) writing prompts and scoring procedures; (3) student writing collection; (4) workshop evaluation questionnaires and results; (5) key area office personnel interviews; (6) staff writing attitude surveys; and (7) student writing attitude surveys. (GDC)

ED 264 804 HE 018 986

McMurray, Anne
Task Performance Requirements of the Community Health Nurse:
Implications for Curriculum Development.
PUB DATE- Oct 84
NOTE- 302p.; Master's Thesis, University of Western Australia.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Health Services; Competence; *Education Work Relationship; Foreign Countries; Higher Education; *Job Skills; *Nurses; *Nursing Education; Occupational Surveys; Professional Continuing Education; Public Health; Questionnaires; *Role Perception
IDENTIFIERS- *Australia (Western Australia)

Tasks required of nurses in community settings were investigated as an initial step in identifying the competencies that comprise the role of community health nurse (CHN). An instrument to assess task performance was devised as a survey mailed to 376 field, outpost, child health, and school health nurses employed by the Western Australia Health Department. Responses from 96 participants on 3 survey days categorized tasks according to number and type of tasks performed, source of initiation (self, supervisor, client, other) and perceived degree and source of preparation for task performance. The questionnaire also gathered information on the nurses' perceptions of educational needs and role requirements. Analysis of responses according to functional, educational, and experiential categories suggest that task performance is context specific, rather than dependent on education or experience level. It was recommended that several content areas be added to existing community health nursing curricula. Improvement in educational service delivery to nurses practicing in nonmetropolitan areas was also recommended. A literature review was conducted covering historical developments pertinent to nursing education in Australia and abroad, education needs for the current role of the CHN, and educational preparation of the CHN. The questionnaire is included. (Author/SW)

ED 264 817 HE 018 999

Marks, Joseph L.

The Enrollment of Black Students in Higher Education: Can Declines Be Prevented?

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 85
NOTE- 31p.
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Access to Education; *Black Students; *Change Strategies; *College Attendance; College Bound Students; *College Preparation; *Declining Enrollment; Educational Change; Educational Quality; Enrollment Trends; Higher Education; High School Graduates; Intervention; Problem Solving; Public Policy; *State Action; Student Financial Aid
IDENTIFIERS- *United States (South)

Issues concerning declining college enrollments of black students are addressed, with attention to: the need for both access and quality, trends affecting college enrollment, and targets for state action. It is argued that black student access to higher education will be a hollow achievement unless it is access to a quality education. At virtually every age and educational level, blacks enroll in school or college at lower rates than whites. A more than 8% decline in the college-going rates of black high school graduates from 1976 to 1982 contributed largely to slowing previous growth in enrollment of black college students. Academic preparation is also a significant factor influencing college attendance. The most definitive studies of high school students show a persistent gap between the academic preparation and performance levels of black and white students. Research has also shown that the types and amounts of financial aid offered to black students play an important role in their enrollment and retention decisions. An important question facing state education leaders is whether current conditions can be changed to increase black college enrollments without abandoning quality improvement. Programs to improve the academic preparation and performance of students through early intervention are a promising approach. (SW)

ED 264 842 IR 011 926

The National LOGO Exchange Newsletter, Volumes 1-3 (September 1982-May 1985) with Topical Index.

National LOGO Exchange, Charlottesville, VA.

PUB DATE- 85

NOTE- 375p.; Topical Index was compiled by Regina Sapona.

AVAILABLE FROM- Editor, National LOGO Exchange, PO Box 5341, Charlottesville, VA 22905.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Book Reviews; *Computer Graphics; Elementary Secondary Education; Indexes; *Learning Activities; *Merchandise Information; Newsletters; Program Descriptions; *Programing; *Programing Languages; *Teaching Methods

IDENTIFIERS- *LOGO Programing Language

This document consists of 27 issues of the National LOGO Exchange Newsletter (NLX) together with cumulative indexes which provide five access points to information in the newsletters: (1) an author index; (2) a book review index; (3) a product and information index; (4) a column index; and (5) a subject index. The alphabetical author index lists the author's name, the month and year of the newsletter in which the article appears, and the page number. Book reviews are listed by the first author of the book reviewed and include reviews for books mentioned in columns as well as more in-depth reviews. The following columns are listed alphabetically by title with the volume numbers and dates of issues in which they appeared: From the Editor; Listful Thinking; Logo Disserts--Dissertations Dealing with Logo; MAE 1000--Logo in Japan; Microworlds; NLXionary: A Lectionary of Selected Logo Readings; NLXual Challenges; Q and A; Teacher to Teacher; Tipps for Teachers; and Turtle Tips. The authors are listed for each column. Both the product and information index and the subject index provide newsletter dates and volume issues for descriptions or reviews of specific Logo-related terms, and the subject index also lists authors, operational commands, and book titles. (JB)

ED 264 855 IR 011 946

Walling, Peter J.
Report of Educational Uses of Computers in New Jersey School Districts.
New Jersey State Dept. of Education, Trenton.
PUB DATE- 84
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Literacy; Elementary Secondary Education; Inservice Teacher Education; *Microcomputers; Questionnaires; School Districts; School Surveys; State Departments of Education; *State Surveys; Tables (Data); *Use Studies
IDENTIFIERS- *Computer Uses in Education; *New Jersey

Based on information reported to the New Jersey State Department of Education in 1983, this report is intended to foster communication on educational uses of computers between and among school districts, county offices, and the department's central office. The first of four sections summarizes data from the department's Survey of Instructional Uses of Computers, including student to computer workstation ratios; district experience in using computers; student access to computers; and district staff training in computer literacy. Sections 2 and 3 present tables which indicate current district uses of computers for instruction and interests related to educational computing; data are reported separately for the elementary and secondary levels and special applications of computers. Identifying codes which indicate stages of computer adoption for each district are shown in both sections. Section 4 identifies individual district survey respondents and computer contact people for 508 districts, about 86% of the survey population. Three appendices contain the survey form, survey results by county and district community type, and community type and district factor grouping. (JB)

Adams, Loren
An Annotated Bibliography of Materials Relating to Topics of Interest to School Library Media Specialists Involved in Networking.
PUB DATE- 20 Nov 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Databases; Information Retrieval; *Interlibrary Loans; Library Cooperation; *Library Networks; Library Planning; Literature Reviews; Media Specialists; *School Libraries; State Programs
IDENTIFIERS- *New York; *Resource Sharing

With the availability of state funding, New York State BOCES (Board of Cooperative Educational Services) systems have recently hired school library system coordinators charged with designing policies and procedures for resource sharing among school libraries in the Western New York region. Based on searches of ERIC, LISA, and Library Literature, this annotated bibliography (of about 125 citations) was prepared to fill a need which coordinators had expressed for a review of the literature concerning school library activities in networking, interlibrary loan, and database creation. Many of the cited articles have been collected at the Western New York Library Resources Council and are available through interlibrary loan. Such articles are indicated in the bibliography. (THC)

ED 264 981 PS 015 598

Fine, Mark A.; And Others
An Empirically-Based Assessment of Early Intervention Service Provision and Utilization.
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Delivery Systems; *Disabilities; *Financial Support; *High Risk Persons; Neonates; *Preschool Children; Preschool Education; Rural Urban Differences; State Programs; State Surveys
IDENTIFIERS- *Early Intervention; Ohio; *Public Services

The present investigation studied early intervention service provision for young children. A total of 377 early intervention programs in Ohio provided data on the number of young handicapped and "at risk" children served, the types of services provided for children and their parents, and financial support. Although a large number of children were served, the proportion of young children receiving early intervention services was less than expected from estimates of the prevalence of handicapping and risk conditions in the population. Younger children (0-2 years) and those from rural areas were particularly underserved. While a wide range of services were provided for children and their parents, there was considerable variability in the proportion of programs providing these services. Public sources of funding provided the bulk of support for early intervention services, while private sources provided supplementary, but decreasing, support for services. (Author/RH)

ED 264 995 RC 015 560

Yao, Esther Lee
Implementation of Multicultural Education in Texas Public Schools.

PUB DATE- 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Resources; Cross Cultural Training; Cultural Activities; *Cultural Awareness; Curriculum Development; *Educational Environment; Educational Resources; Elementary Secondary Education; *Ethnic Groups; Ethnic Studies; Instructional Materials; *Multicultural Education; *Public Schools; Questionnaires; Staff Development
IDENTIFIERS- *Texas; Texas (Southeast)

The implementation of multicultural teaching in Texas public schools was examined in 28 elementary, 18 junior high, and 17 high schools in southeastern Texas. Questionnaires, sent to 63 teachers enrolled in a graduate course in multicultural education, evaluated learning resources, curriculum development, school environments, and personnel development. All schools were found to have available, but underutilized, instructional materials; 46 schools offered no ethnic courses; most schools failed to use human resources in the community; little attention was given to holidays, events, or personalities of diverse groups; school assemblies, plays, and other activities did not reflect cultural or ethnic diversity; school administrators, counselors, teachers, and librarians were seen to play a vital role in the implementation of multicultural education, but more than two-thirds of the schools failed to provide inservice training to prepare staff to deal with local cultural groups. Recommendations included teacher training programs organized by local districts, increased use of library resources and subscriptions to ethnic magazines, curriculum committees on ethnic studies, use of culturally different resource people, and observation of ethnic festivities. A table reports raw scores of the 16 evaluation questions and the distribution of different responses. (LFL)

ED 265 082 SE 046 383

Asian Network for Biological Sciences (ANBS).
Asian Network for Biological Sciences.
PUB DATE- 85
NOTE- 51p.; Several pages containing photographs may not reproduce well.
AVAILABLE FROM- Professor A. N. Rao, Secretary, ANBS, Botany Dept., National Univ. of Singapore, Lower Kent Ridge Road, Singapore 0511.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biological Sciences; *College Science; Conferences; Developing Nations; Educational Improvement; Elementary Secondary Education; Higher Education; *Networks; *Program Descriptions; Science Education; *Science Instruction; *Scientific Research; Workshops
IDENTIFIERS- *Asian Network for Biological Sciences

The Asian Network for Biological Sciences (ANBS) is a group of institutions, laboratories, research centers, and scholars who are willing to cooperate in programs and activities aimed at improving teaching and research in the biological sciences. This publication: (1) outlines ANBS aims and objectives; (2) describes major activities in the past; (3) lists programs for 1986 onwards; (4) lists ANBS council members (1983-1986) and International Biological Network steering committee members; and (4) provides a list of relevant publications and those that are in press. Included in 11 appendices are the covers and/or tables of contents for several publications (including conference proceedings). They include "Bioscience Education in Developing Countries"; "Tissue Culture of Economically Important Plants"; "Plant Viruses and Mycoplasmas"; "Proceedings of the Seminar Scientific Approach to Traditional Medicine"; "Proceedings of the Symposium on Research in Biology and Biotechnology in Developing Countries"; and "Teaching Science Out-of-School with Special Reference to Biology." (JN)

ED 265 131 SP 026 979

Hamachek, Alice L.; Romano, Louis G.
Focus on Parent-Teacher Conferences.
Michigan Association of Middle School Educators, East Lansing.
REPORT NO.- ISBN-0-918449-00-6
PUB DATE- 84
NOTE- 38p.
AVAILABLE FROM- Louis G. Romano, Michigan State University, 419 Erickson Hall, East Lansing, MI 48824 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Intermediate Grades; *Middle Schools; *Parent Teacher Conferences; *Parent Teacher Cooperation; Teacher Responsibility; *Teacher Role

This handbook for teachers on conducting a successful parent-teacher conference offers suggestions on: (1) key factors of a successful conference; (2) kinds of individual conferences; (3) creating a positive conference environment; (4) preparing for the conference; (5) conducting the conference; (6) concluding the conference; (7) following the conference; and (8) evaluating the conference. The major points are briefly summarized and some questionable practices in parent-teacher conferencing are pointed out. The appendix includes a sample of a school district's parent guide and a sample form for summarizing a parent-teacher-student conference. (JD)

ED 264 868 IR 051 365

Clark, Collin, Ed.
LSCA Final Reports: Second Series.
California State Library, Sacramento.

SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE- 85
NOTE- 131p.; Some pages may not reproduce well due to light type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Services; Library Cooperation; *Library Networks; *Library Services; Library Surveys; *Outreach Programs; Position Papers; Program Descriptions; *Program Effectiveness; Program Evaluation; Public Libraries; School Libraries; State Libraries; State Surveys
IDENTIFIERS- California; *Library Services and Construction Act

This document includes final summary reports from recent federally funded Library Services and Construction Act (LSCA) demonstration projects in California. While some projects reported at length and others provided the bare facts, reports are excerpted but published as received, without editing beyond a uniform first page. The Summary Report Form (LSCA 9) is primarily narrative and allows for subjective opinion of how well a project succeeded as well as more objective evaluation of goals and objectives. This volume covers generally the period 1982-84. Reports are arranged by subject nature of the project. The first major subject area, "Disadvantaged Services," includes reports on: The Media Project, Burbank Public Library; Project Library Information for Employment (LIFE), Los Angeles County Public Library; Hard Times Survival Techniques, Riverside City and County Public Library; and Library Child Care Link, South Bay Cooperative Library System. Reports in "Ethnic Services" include: Ethnic Services Outreach Project, Santa Barbara Public Library; Latino Services Project, Serra Cooperative Library System; and Project AmerInd: Library Service to American Indians, South State Cooperative Library System. In "Information and Referral," reports include: Minority Information Services Network,

Auburn-Placer County Library; BIN (Berkeley Information Network) Awareness Project, Berkeley Public Library; and Joint Data Base for Information and Referral in San Diego County, Serra Cooperative Library System. "Institutional Services" includes a report from the California Department of Corrections, Sierra Conservation Center, on Service to Elderly and Visually Handicapped. In "Local Institution," the Stanislaus County Free Library reports on Library Services to Juvenile Hall, and under "Network Planning," the Bay Area Library and Information System (BALIS) reports on BALIS Multitype Library Cooperation. (THC)

ED 264 909 JC 860 029

Romanik, Dale

Preserving and Enhancing Quality: Program Evaluation.

Miami-Dade Community Coll., FL. Mitchell Wolfson New World Center Campus.
PUB DATE- 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Departments; Educational Assessment; *Evaluation Criteria; *Evaluation Methods; Program Development; *Program Evaluation; Self Evaluation (Groups); *State Standards; Two Year Colleges
IDENTIFIERS- *Florida

Following a brief description of the development of Florida's statewide program review process for community colleges, this booklet offers information on the campus-level review plan of the Mitchell Wolfson New World Center Campus. Introductory materials indicate that the purpose of the campus review process is to highlight exemplary programs and to recognize the uniqueness of campus programs and students, while also monitoring factors considered important by the state. The next section looks at the role of various groups in the evaluation plan, including (1) the Academic Planning and Program Review Committee, which has responsibility for overseeing the evaluation activities and variables, constructing the instruments, and setting standards; (2) the Departmental Audit Report (DAR), which represents a formative evaluation strategy involving a routine monitoring of data to identify potential changes or problem areas within an academic department; and (3) the academic program review, which represents a summative evaluation concerning particular academic programs offered at the campus. Finally, a chart provides a summary of indicators for both the DAR and the academic program review. For each indicator, relative weight is assigned; standards, measures, and samples are delineated; and data sources are identified. Survey forms used in various parts of the review process are included. (LAL)

ED 264 922 JC 860 043

Moore, Kathryn M.; And Others
Today's Academic Leaders: A National Study of Administrators in Community and Junior Colleges.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Teachers Insurance and Annuity Association, New York, N.Y.
PUB DATE- Jan 85
NOTE- 153p.; For a summary of the study, see ED 258 668.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; *Administrator Qualifications; *Administrators; Career Ladders; *College Administration; *Community Colleges; Employment Patterns; Females; Males; Minority Groups; National Surveys; Two Year Colleges

A study was conducted by the Center for the Study of Higher Education to provide a systematic analysis of the educational and employment backgrounds, career goals and aspirations, career paths, and concerns of two-year college administrators. A national sample of 2,049 administrators at 1,219 public and private two-year colleges was surveyed. Study findings, based on an overall response rate of 78%, included the following: (1) a substantial majority of the administrators were male in every administrative position considered except one (i.e., head librarian); (2) over 80% of the administrators were white; (3) over 95% of the administrators held bachelor's degrees, 89.6% held master's degrees, and approximately 45% held doctoral degrees; (4) approximately 66% of the administrators in each group were employed at comprehensive two-year colleges, 25% at vocational-technical colleges, and fewer than 10% at academic institutions; (5) all groups of administrators reported participation in an average of at least 3.5 internal professional activities (e.g., special task forces and in-service staff development); (6) only 10% to 15% of each group reported actively searching for their current positions, and personal contacts were cited as the best sources for finding out about career opportunities; (7) administrators perceived financial support for programs and teaching, high school and junior college articulation, and linkages to business and industry as major future issues; (8) on an average, women administrators were younger (46.8 years) than men (48.8 years); (9) Blacks and Whites showed no major differences in their patterns of employment; and (10) 74.3% of the Black administrators, 89.3% of the Hispanic administrators, and 56.4% of the White administrators were employed in metropolitan areas. The study report includes conclusions regarding the labor market for two-year college administrators and their career mobility, along with a discussion of the implications of the findings for educational leadership. (EJV)

ED 264 936 PS 015 316

Opravilova, Eva, Ed.

Preschool Education 1981: Selective Bibliography. Part I and Part II.

Charles Univ., Prague (Czechoslovakia). Central Library.
PUB DATE- 84
NOTE- 721p.; For the 1980 bibliography, see ED 250 056.
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Capitalism; *Child Development; Cognitive Development; *Educational Practices; *Educational Theories; Emotional Development; Ethical Instruction; *Foreign Countries; *Preschool Education; *Preschool Teachers; School Organization; Social Development; Socialism; Special Education
IDENTIFIERS- *Ideology

This two-volume annotated bibliography cites 834 articles on a variety of issues related to preschool education in several Eastern and Western countries, including France, Great Britain, Czechoslovakia, USSR, Belgium, Canada, United States, Austria, Sweden, Poland, Switzerland, Ireland, East Germany, West Germany, Bulgaria, Yugoslavia, Romania, and Italy. Entries are classified into 13 main categories: social and ideological basis of preschool education; theoretical basis of preschool education; organization of preschool education; educators of preschool children; play; preschool instruction; care of health and physical education; social and emotional development and moral education; speech and language education; intellectual development and education of the intellect; aesthetic education; education of children requiring special care; and the environment surrounding the child, including buildings, playgrounds, equipment and facilities. (RH)

ED 264 966 PS 015 566

Day Care: Family Day Care. 9.
Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO.- DHHS-OHDS-84-31054
PUB DATE- 85
NOTE- 118p.; For other handbooks in this series, see ED 059 772-775, ED 063 017, ED 065 205, ED 068 185, and ED 095 684.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Organization; *Administrator Responsibility; Agency Role; *Child Caregivers; Childhood Needs; Early Childhood Education; Educational Quality; Educational Resources; *Family Day Care; Parent Responsibility; *Program Development; Program Implementation; Selection; Social Agencies

This handbook focuses on the distinguishing characteristics, variations, advantages, and disadvantages of family day care services. Following a brief description of family day care, the following three sections provide specific information for parents, caregivers, and agencies: (1) "What Parents Should Look for in Selecting a Family Day Care Home for Their Children," (2) "Practical Considerations before Offering Family Day Care in Your Home," and (3) "A General Guide for Agencies Operating Family Day Care Programs." In the last two sections, emphasis is placed on the administrative organization and coordination involved in setting up family day care services as well as resources for day care program development and implementation. Appendices provide information on sample family day care programs offered by various public and private agencies, examples of administrative forms, and a list of agencies and organizations concerned with early education. (DST)

ED 265 008 RC 015 591

O'Connell, Carleen; Hagans, Rex
High Achievement in Rural Schools.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 17p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Educational Opportunities; Elementary Secondary Education; *Gifted; Individualized Programs; Institutional Characteristics; Program Descriptions; *Rural Education; Rural Schools; Rural Urban Differences; *School Size; *Small Schools; Student Needs

Although much that is written about rural schools focuses on economic scarcities, pressures on teachers, and limited materials, there are also distinct advantages offered to those attending school in rural areas. Small schools provide all children--including the gifted--with unique opportunities to develop intellectual, social, and creative capacities. Rural gifted students enjoy: (1) smaller class size with more likelihood of independent work; (2) a school climate of familiarity among teachers, students, principals, and community members; and (3) a school environment where there is greater opportunity for all students to participate in extracurricular activities. To assist rural schools in providing effective programs for gifted and talented students, a catalog was developed of 19 programs selected as having feasible and effective approaches for talented students in rural schools. The programs had the following characteristics: (1) responded to the unique strengths and constraints found in small, rural, and remote schools; (2) focused on the classroom teacher's needs or activities; (3) provided appropriate instructional materials for gifted students; and (4) offered at least one of three program models--acceleration, enrichment, or regular classroom activities. A chart of the 19 programs giving program name and type, curriculum areas, students served, staffing needs, and costs is appended. (JHZ)

ED 265 052 SE 046 353

Science and Technology Data Book. 1986.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-85-323
PUB DATE- 85
NOTE- 49p.; For an earlier edition, see ED 249 083.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; Doctoral Degrees; *Engineering; Engineers; *Federal Aid; Graduate Students; Higher Education; Industry; *Labor Supply; *Labor Utilization; Masters Degrees; *Research and Development; *Sciences; Scientists
IDENTIFIERS- National Science Foundation

Science and technology (S&T) data are presented in 36 charts, graphs, or tables. These data are organized into three major categories, namely, research and development (R&D) funding, human resources, and international S&T indicators. R&D funding is subdivided into national, federal, industry, and academic categories, with data reflecting, when applicable, funding, obligations, and/or expenditures by source, performer, and character of work. Human resources is subdivided into categories of utilization (with data on employed scientists and engineers by field, sector, primary work activity, highest degree and field, data on women and racial minorities, and retention rates from fifth grade through receipt of doctorate, 1965-1984) and supply (with data on bachelor's, master's and doctoral degrees awarded in science and engineering (S/E) fields, full-time S/E graduate students in doctorate-granting institutions by source of major support, and other data). International S&T indicators includes data on scientists and engineers engaged in R&D per 10,000 labor force by country, R&D/gross national produce (GNP) ratios by country, nondefense R&D/GNP by country, U.S. patents granted to U.S. and foreign inventors by year of application, U.S. scientific and technical publications (S/T) as a percent of all S/T publications (1982), and other data. (JN)

ED 265 114 SP 026 872

Johnson, Donald
The Contribution of the Humanities to a Global Perspective in Teacher Education.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- Mar 85
NOTE- 22p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-871 and SP 026 874.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; *Cultural Pluralism; Culture Conflict; *Global Approach; Higher Education; *Humanities Instruction; Non Western Civilization; *Preservice Teacher Education; *Social History; Western Civilization

In a discussion of the importance of involving study of the humanities in teacher education, it is pointed out that the concept of the humanities must be broadened to include the important civilizations which have flourished outside of Western culture. The history of the rise of the Global Education Movement is traced, and the differing approaches to studying and understanding unfamiliar cultures are analyzed. It is suggested that while the humanities offer the greatest potential for studying cultural particularism, it is ironic that the humanities as they are now constituted are one of the most culture-bound and parochial domains of western knowledge, and, as they are now taught, increase the parochialism and western ethnocentricism of the students who study them. (JD)

Schaier-Peleg, Barbara, Ed.
New Initiatives for Transfer Students. Urban Community College Transfer Opportunities Program.
Networks, Bronx Community Coll., N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jun 84
NOTE- 69p.
AVAILABLE FROM- Networks, Bronx Community College, W. 181st St. & University Ave., Bronx, NY 10453 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College School Cooperation; *College Transfer Students; Community Colleges; Curriculum Development; Enrollment Trends; Faculty Development; *Intercollegiate Cooperation; Minority Groups; Postsecondary Education; Program Descriptions; Student Personnel Services; Transfer Policy; *Transfer Programs; Two Year Colleges; *Urban Education; Urban Schools

IDENTIFIERS- Urban Community Coll Transfer Opportunities Prog

Designed to acquaint educators and administrators with the Ford Foundation's Urban Community College Transfer Opportunities Program (UCCTOP), this booklet examines the rationale for and activities and outcomes of the program. First, introductory comments indicate that UCCTOP was designed to help urban community colleges with high minority enrollments strengthen their academic and support programs so that students would be better prepared to move on to four-year institutions. Next, an essay entitled "Remembering a Tranfer Student," by Alison Bernstein, Ford Foundation Program Officer, discusses the reasons for the program's development, and a second essay, "Removing Transfer Hurdles," by Richard A. Donovan, discusses the issues and problems related to transfer from two- to four-year colleges. The final section consists of descriptions of UCCTOP-funded programs at 24 geographically diverse community colleges, featuring summaries of background information, orientation procedures, counseling, articulation with high schools and/or four-year institutions, student follow-up, curriculum development, identification of transfer students, faculty development, recruitment, honors programs, transfer information, and assessment. (EJV)

ED 264 952 PS 015 535

Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions. Position Statement of the National Association for the Education of Young Children.

National Association for the Education of Young Children, Washington, D.C.

REPORT NO.- ISBN-0-912674-97-0
PUB DATE- 85
NOTE- 19p.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (NAEYC #210, $3.00; Discount on quantity orders).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Associate Degrees; *Child Caregivers; *Early Childhood Education; Guidelines; *Preschool Teachers; *Standards
IDENTIFIERS- National Association Educ of Young Children

The purpose of these guidelines is to establish a standard for the associate degree in early childhood education to prepare individuals for positions working with young children. As such, the guidelines represent a consensus by the early childhood profession on the basic core of educational and professional preparation that an associate degree represents and reflects the current state of professional knowledge and experience. After an introduction describing how the guidelines were developed and defining terms, program objectives and standards are specified for nine components. Components concern curriculum, instructional methods, human and material resources, faculty qualifications, professional relationships, cultural diversity, student services, administrative structure, and the evaluation of student performance and program effectiveness. Concluding pages list sources used in developing the guidelines and provide information about the National Association for the Education of Young Children. (RH)

ED 265 068 SE 046 369

Mathematics Objectives and Measurement Specifications 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS).

Texas Education Agency, Austin. Div. of Educational Assessment.

PUB DATE- Aug 85
NOTE- 59p.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 201 East 11th St., Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; *Educational Assessment; *Educational Objectives; Mathematics Achievement; *Mathematics Curriculum; Mathematics Instruction; Minimum Competency Testing; Secondary Education; *Secondary School Mathematics; State Legislation; *Test Construction; Test Items
IDENTIFIERS- *Texas

This document lists the objectives for the Texas educational assessment program in mathematics. Eighteen objectives for exit level mathematics are listed, by category: number concepts (4); computation (3); applied computation (5); statistical concepts (3); geometric concepts (2); and algebraic concepts (1). Then general specifications are listed for test items and test packaging format. Each objective is then presented with a description of the test questions to be developed and of answer choices, and one or two examples of test questions to assess that objectives are given. (MNS)

ED 265 097 SP 026 259

Burch, Barbara G.; James, Terry
Early Field Experiences: A Collaborative Model for Induction, Mentoring, and Integration of Theory and Practice.
PUB DATE- 85
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Field Experience Programs; Higher Education; Internship Programs; *Preservice Teacher Education; *Program Development; Teacher Certification; *Teacher Education Programs; Theory Practice Relationship

IDENTIFIERS- *Extended Degree Programs
A description is given of a model teacher preparation program under development at Memphis State University, Memphis, Tennessee. The model emphasizes more intensive preparation of prospective teachers in their teaching content fields, demonstrable accountability for both knowledge and skill acquisition in the various areas of professional education, and the development and implementation of a comprehensive field experience program correlated with the student's academic program and consistent with the expectations and needs of beginning teachers. This alternative model for teacher preparation requires an extended five year program. The student will typically be enrolled in the College of Arts and Sciences as an undergraduate student, and during this time will also complete designated professional and field experiences in a preteaching program. During the fifth year, the student will complete an intensive program of professional studies and an extended internship experience, culuminating in a master's degree and recommendation for teacher certification. An outline of the model's curriculum is appended. (JD)

ED 265 132 SP 027 010

Gordon, Edmund W., Ed.
Review of Research in Education. Volumn 12.
REPORT NO.- ISBN-0-935302-05-0
PUB DATE- 85
NOTE- 426p.
AVAILABLE FROM- American Educational Research Association, 1230 17th Street NW, Washington, DC 20036 ($25.00 plus $1.50 postage).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- *Cognitive Processes; Cognitive Style; *Cultural Influences; *Educational Research; *Educational Theories; *Epistemology; Learning Processes; *Social Influences

Two major areas of educational research are addressed in this book. The first explores recent theories and findings on the cognitive aspects of education. The second focuses upon research that examines education as a social institution. The following articles are presented: (1) "The History of Literacy and the History of Readers" (Carl F. Kaestle); (2) "Help-Seeking Behavior in Learning" (Sharon Nelson-LeGall); (3) "Neuropsychological Approaches to Learning Disorders" (Armin Paul Thies); (4) "Mediating Learning: Pedagogic Issues in the Improvement of Cognitive Functioning" (Sema Sharon Brainin); (5) "Cognitive Psychological Approaches to Instructional Task Analysis" (Michael K. Gardner); (6) "Affective Response Tendency" (Alexander Thomas); (7) "Cognitive Styles: Some Conceptual Methodological, and Applied Issues" (Stephanie Shipman and Virginia C. Shipman); (8) "Sociology of Education: A Focus on Education as an Institution" (William T. Trent, Jomills H. Braddock II, and Ronald D. Henderson); (9) "Knowledge Transfer and Utilization in Education" (John M. Love); and (10) "The Ethnocentric Basis of Social Science Knowledge Production" (John H. Stanfield). (JD)

ED 265 148 SP 027 072

Streifer, Philip A.; Iwanicki, Edward F.
The Validation of Beginning Teacher Competencies in Connecticut.
PUB DATE- Apr 85
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Competence; Elementary Secondary Education; Public School Teachers; *Teacher Behavior; Teacher Certification; *Teacher Effectiveness; Teacher Evaluation; *Teaching Skills
IDENTIFIERS- *Connecticut

This two-phase study was conducted to content validate through professional consensus the competencies for use in training and certifying prospective public school teachers in Connecticut. In phase one, a two round modified Delphi approach was used to bring a panel of outstanding Connecticut educators to consensus as to which competencies were important measures of teaching effectiveness. In phase two, a state-wide survey of a random sample of 2743 Connecticut teachers and administrators was conducted to determine whether they perceived the competencies identified by the Delphi panel as important measures of teaching effectiveness. As a result of this study, 85 generic teaching competencies were identified which teachers and administrators agreed were important, were not grade specific, and were not subject matter specific. Also, teachers and administrators agreed that the behaviors described by 45 of the 85 competencies were directly observable by an evaluator. Finally, the construct validity of these competencies was supported through factor analysis, assuring that there is a link betwen Connecticut teaching competencies and the literature on teacher effectiveness. (Author)

Verhulst, Steven J.; And Others

Dimensions of Physician Performance during Residency.

PUB DATE- Oct 84

NOTE- 17p.: Paper presented to a meeting of the Evaluation Network/Evaluation Research Society (San Francisco, CA, October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Diagnosis; *Clinical Experience; Competence; *Graduate Medical Students; Higher Education; *Medical Schools; Physician Patient Relationship; *Physicians; *Skill Development; *Student Evaluation

Ratings of clinical competence during residency were undertaken for graduates of two medical schools. Near the end of the first year of residency, supervisor ratings were made of 13 variables for 320 graduates in seven classes at Southern Illinois University School of Medicine and one class at the University of Iowa College of Medicine. Principal component analysis with varimax rotations was undertaken for the combined classes, resulting in two factors representing a clinical skills dimension and a professional behavior dimension. Virtually identical factor solutions were obtained for each of the seven classes considered separately and for the class at the University of Iowa, indicating the reliability of the factor structure. Further meaning of the factors was revealed by the pattern of correlations with various comparison measures. These results provide a basis for summarizing supervisor ratings of clinical competence of first-year residents. Additional work regarding the validity of these factors is needed if the instrument is to be used as an outcome measure regarding effectiveness of educational programs or as a predictor of subsequent physician performance. (Author/SW)

ED 264 791 HE 018 973

Schuster, Marilyn R., Ed.; Van Dyne, Susan R., Ed.
Women's Place in the Academy: Transforming the Liberal Arts Curriculum.
REPORT NO.- ISBN-0-8476-7407-X
PUB DATE- 15 Jul 85
NOTE- 328p.
AVAILABLE FROM- Rowman & Allanheld, 81 Adams Drive, Totowa, NJ 07512 ($24.95 cloth copy--ISBN-0-8476-7407-X; $13.95 paper copy--ISBN-0-8476-7408-8).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bibliographies; Biology; Black Studies; Case Studies; Change Strategies; Coeducation; *College Curriculum; *Curriculum Development; *Educational Change; Faculty Development; Females; Feminism; Higher Education; Humanities; *Liberal Arts; Minority Groups; Philosophy; Scholarship; Sex Discrimination; Social Sciences; Summer Programs; Undergraduate Study; United States Literature; Womens Education; *Womens Studies
IDENTIFIERS- Great Lakes Colleges Association; Literary Canon; Wheaton College IL

Integration of the recent scholarship on women and minorities into the undergraduate curriculum is discussed in 18 articles. Attention is directed to case studies, theoretical issues, models for institutional change, faculty development, syllabus redesign guidelines, and a bibliography arranged by academic fields. Article titles and authors include: "Curricular Change for the Twenty-first Century: Why Women?" (Marilyn R. Schuster, Susan R. Van Dyne); "Stages of Curriculum Transformation (Schuster, Van Dyne); "Reassessing Coeducation" (Susan Kirschner, Jane Monnig Atkinson, Elizabeth Arch); "Redefining Women's Education (Jeanine Elliott); "Women's Studies/Black Studies: Learning from Our Common Pasts, Forging a Common Future" (Margaret L. Andersen); "Complicating the Question: Black Studies and Women's Studies" (Johnella E. Butler); "Changing the Institution" (Schuster, Van Dyne); "Beyond Departmental Boundaries" (Schuster, Van Dyne); "Initiating a Curriculum Integration Project: Lessons from the Campus and the Region" (Betty Schmitz, Myra Dinnerstein, Nancy Mairs); "Out of Necessity: National Summer Institute in Women's Studies, the Great Lakes Colleges Association" (Barbara Caruso, Katherine Loring); "Wheaton College Dissemination Conference: Sharing Resources" (Bonnie B. Spanier); "The Changing Classroom" (Schuster, Van Dyne); "Deconstructing in Women's Studies to Reconstructing the Humanities" (Elaine Marks); "Rethinking Philosophy" (Helen E. Longino); "Transforming a Course in American Literary Realism" (John Schilb); "Communicating Difference: Forms of Resistance" (Judith Anderson, Stephen Grubman); "Transforming the Social Sciences" (Greta Salem, Stephen Sharkey); and "Integrating the Feminist Perspective into Courses in Introductory Biology" (Sue V. Rosser). Syllabus redesign guidelines, a selected bibliography, and notes on contributors are appended. (SW)

ED 264 805 HE 018 987

Habecker, Eugene B.
Procedural Due Process in Private Colleges and Universities.
PUB DATE- Jan 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Constitutional Law; *Court Litigation; *Due Process; Federal Government; *Government School Relationship; Higher Education; *Legal Problems; *Private Colleges; Racial Discrimination; Sex Discrimination; State Government
IDENTIFIERS- *Fourteenth Amendment

The applicability of Fourteenth Amendment procedural due process to private colleges and universities is discussed. After considering state action in private higher education, cases from 11 federal judicial circuits are reviewed to show how courts have applied the various theories of state action. An emerging theory of state action that is developing in the Second and District of Columbia Circuits is also addressed. The federal cases show the general lack of success by complainants at private institutions who claimed protection under both Fifth and Fourteenth Amendment procedural due process provisions. The emerging theory suggests that the relative ease or difficulty of finding state action is contingent to some extent on whether or not racial or sexual discrimination is part of the complaint. At least three approaches have been used to show the existence of state action at private institutions: the delegated power approach, the governmental aid or assistance approach, and the public character or functional approach. Based on a brief review of recent higher education legal literature, it is suggested that absent state action, procedural due process is not judicially mandated at private institutions. Relevant cases for each federal circuit and selected state action cases at private institutions are listed. (SW)

ED 264 831 IR 011 915

Lacina, Lorna J.
The Determination of Computer Competencies Needed by Classroom Teachers.
PUB DATE- 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB T PE- Reports - Research/Technical (143)
DESCRIPTORS- *Competence; *Computer Literacy; Data Interpretation; *Elementary School Teachers; Higher Education; Inservice Teacher Education; *Microcomputers; Preservice Teacher Education; Program Descriptions; Questionnaires; School Districts; *Secondary School Teachers; Skill Development; Supervisors; Surveys

Questionnaires were sent to 97 computer coordinators in school districts in Texas and 59 program directors in colleges of education throughout the United States to determine: (1) the computer knowledge and skills that school district computer coordinators perceive to be needed by classroom teachers; (2) the computer knowledge and skills that college program directors perceive to be needed by classroom teachers; and (3) whether school district computer coordinators and college program directors have different perceptions of the essential computer competencies needed by classroom teachers. Questionnaires were returned by 88 computer coordinators and 51 program directors. Analyses of their responses indicate that both school district coordinators and college program directors perceive that the competency to evaluate and choose quality software is very important for teachers; the ability to use the computer as an instructional tool in such modes as drill and practice, tutorials, simulations, and problem solving is considered very important by computer coordinators and important by program directors; and the competencies associated with programming and the history of computers are considered moderately important by both groups. The remaining competencies associated with computers and society are considered important by both groups: ethical concerns, record keeping, care of hardware, care of software, word processing, and data processing. The report concludes with a list of 12 competencies to be included in computer education coursework for preservice and inservice teachers, a 13-item list of objectives and supporting text references and lab activities for a suggested computer literacy course for teachers, 4 tables of survey data, a bibliography for the course, and a list of references. (JB)

ED 264 843 IR 011 927

Francq, Carole

Measuring Library Staff Concerns during Technological Change.

PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); Attitude Change; *Change Strategies; *Innovation; *Library Automation; Library Personnel; *Models; Questionnaires; Research Methodology; Technological Advancement

The Concerns-Based Adoption Model (CBAM), which was developed over the past 25 years through the Research and Development Center at the University of Texas at Austin, identifies seven stages of concern involved in implementing an innovation: awareness, information, personal concerns, management concerns, consequences, collaboration, and refocusing concerns. Hypothetically, an individual's concerns profile would have a wave motion of intensity as the person moves from unawareness and non-use of an innovation into beginning use, and then more highly sophisticated use. The stages of concern about an innovation can be measured by a quick-scoring Stages of Concern Questionnaire (SoCQ); the raw scores from SoCQs are converted into percentile scores which can be plotted on a graph per individual score, as well as producing a group composite score. Based on CBAM assumptions and the findings of other research on innovation implementation, implications of CBAM for library managers and those who facilitate implementation in libraries are: (1) change is a process, not an isolated event, so change requires adequate time to resolve staff concerns, particularly at the lower SoC levels; (2) concerns are natural occurrences with new innovations; (3) concerns occur in sequence and are developmental in nature, making it possible to anticipate predictable patterns of behavior; (4) change begins with individuals; and (5) the stages of concerns about the innovation can be measured by the SoC Questionnaire. The conclusion calls for library change facilitators to examine and consider this model when implementing new technological programs. A brief bibliography, definitions of the individual stages of concern, and a chart depicting the hypothesized development of the stages of concern are appended. (JB)

ED 264 856 IR 051 344

Cubberley, Carol

Developing a Procedures Manual for Using the Innovacq 100 System Effectively and Efficiently.

PUB DATE- 20 Nov 85

NOTE- 8p.; Practicum Report, Doctor of Arts in Information Science, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- College Libraries; *Guides; Higher Education; *Library Acquisition; *Library Automation; *Library Planning; *Library Technical Processes; Program Descriptions

IDENTIFIERS- *University of Central Florida

The installation of an automated acquisitions system, the Innovacq 100, demanded a review and revision of procedures in the Acquisitions Department of the University of Central Florida Library. This practicum report describes the process involved in developing the new procedures. Prior to installation, the old departmental procedures manual and the Innovacq Manual were examined, and new procedures were proposed. After installation, the entire staff participated in developing and writing new procedures. These were revised by the department head, rewritten, and recorded on floppy disks using an Apple IIe microcomputer and Applewriter word processing program. The manual was printed, reviewed, revised, and corrected by all staff. The changes were entered, the manual was indexed, and a copy was printed for each department member. Individual portions were also printed, encased in plastic, and attached to the work stations where they are used. It was recommended that the manual be expanded as new procedures are developed, and revised as procedures change. New printouts are to be made of all affected pages when changes are made and used to replace the superseded pages in all extant manuals. This report comprises the following sections: Introduction; Background and Significance; Procedures; Results; Discussion, Implications, and Recommendations; and a seven-item bibliography. (Author/THC)

ED 264 967 PS 015 570

Houston, Elizabeth S.
Making Child Development Relevant for All Children.

PUB DATE- 15 Nov 85
NOTE- 14p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (New Orleans, LA, November 13-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Culture; Childrens Rights; *Cultural Awareness; Microcomputers; *Preschool Children; Preschool Education; *Teacher Responsibility; Television Viewing

Teachers must be aware of the different circumstances which contribute to children's learning and make their programs relevant to all participating youth. They must know or learn about each child as an individual and about cultural differences, ethnicity, and ecological or social conditions in which children live. Teachers of black youngsters should incorporate key features of black children's home life into the preschool learning environment. Hale (1982) suggests that teachers be drawn from the community served in order to create a learning environment that complements the home culture. Her curriculum model is one in which Afro-American culture is explored and legitimated at the same time. Teachers must also understand other variables associated with teaching young children; among these are computer technology and the media. There are several good reasons for providing preschool children with computer experiences. The earlier a child is introduced to the microcomputer, the more comfortable he or she will feel with this new technological tool. The microcomputer can motivate children to be more creative as they draw upon other acquired skills; it also allows children to work cooperatively with one another. Television has been found to promote passivity, discourage creativity, and reduce the time children have for social interaction. Still, television has positive features as well as negative. Dedicated, responsible teachers, though, are the major influences on children. Charting a course for the child's future, they comprehend children's rights, as stated in the United Nations Declaration of the Rights of the Child, and work to ensure that children receive their just entitlements. (RH)

ED 264 982 RC 014 065

Edwards, Karl O.
A Critical Analysis of the Indian Child Welfare Act of 1978.
PUB DATE- 3 Dec 79
NOTE- 451p.; Appendices may not reproduce clearly. Paper prepared for a social work course, University of Montana, Missoula.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indian Reservations; *American Indians; Children; *Child Welfare; *Federal Indian Relationship; *Federal Legislation; Federal Regulation; Hearings; Political Attitudes; Political Issues; Self Determination; Social Problems; *Tribal Sovereignty; Tribes; Trust Responsibility (Government)
IDENTIFIERS- Bureau of Indian Affairs; *Indian Child Welfare Act 1978; *Montana

Questions about the usefulness of the Indian Child Welfare Act of 1978 are raised in this paper, which emphasizes references to the federally recognized tribal governments of Montana. Part 1 presents an historical overview of the political status of American Indians, especially issues that have influenced federal and tribal attitudes toward Indian child welfare legislation. Part 2 compares specific provisions of Senate Bill 1214, House Resolution 12533, and Public Law 95-608--known as the Indian Child Welfare Act--concluding that the final bill is a poor compromise of the original intent as written in Senate Bill 1214. Part 3 looks at dissenting views presented to House and Senate committees and observes that the majority of dissension came from political leaders in Montana and was intended to postpone action on the legislation. Part 4 views proposed regulations for the Indian Child Welfare Act and presents a critical assessment of the role played by the Bureau of Indian Affairs in drafting regulations. Appendices contain a variety of related material including correspondence and texts of the bills and proposed rules and regulations. (JHZ)

ED 264 996 RC 015 561

Alvino, Peter; Hoss, Madeline
Living, Loving & Learning: Giving Them a Chance.
PUB DATE- 18 Jul 85
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Learning Activities; *Migrant Education; *Migrant Programs; *Parent Participation; Program Content; School Libraries; *Summer Programs
IDENTIFIERS- *ECIA Chapter 1 Migrant Programs; *Illinois (McLean County); Reading is Fundamental

Since 1982 migrant children in grades K-8 have participated in a McLean County (Illinois) summer program of academic instruction and recreation aimed at instilling a love for learning and a desire to grow academically. The program is administered by the state compensatory section during June, July, and August with a student/teacher ratio of 8 to 1. Following a systematic schedule, the Monday-Friday program begins with breakfast from 8:30-9:00 a.m.; continues with classes in English language arts, reading, mathematics, and computer science from 9-11:30 a.m.; provides lunch from 11:30 a.m.-12:15 p.m.; and concludes with activities such as swimming, watching videos, and health and nutrition instruction from 12:15-2:45 p.m., after which the children are bussed home. Important elements of the program are exposure to the learning center and parent development activities. The learning center librarian exposes children to books, library materials, study skills, and the "Reading is Fundamental" program; he/she also helps students compile resource materials which are shared with their parents at a special luncheon program at the end of the summer session. Parents participate in workshops that address needs of migratory families and are taught how to read to their children and about the importance of parental involvement in their children's education. (NEC)

ED 265 022 SE 046 322

Elementary Mathematics: Alaska Curriculum Guide. First Edition.
Alaska State Dept. of Education, Juneau.
PUB DATE- Aug 85
NOTE- 177p.; Support of the Model Curriculum Project was provided through a special grant from ECIA Chapter II (Block Grant).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Elementary Education; *Elementary School Mathematics; *Mathematical Concepts; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; State Curriculum Guides
IDENTIFIERS- *Alaska

This curriculum guide lists mathematics topics and concepts, learning outcomes, and sample learning objectives (in three columns) for grades 1 to 8. Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area. Learning outcomes, in the second column, describe, in general terms, the behaviors students are expected to demonstrate as a result of their learning experiences. These outcomes are the goals toward which student learning is directed. Sample learning objectives, shown in the third column, are indicators of student progress toward the stated goals. At least one sample learning objective is stated for each learning outcome. Included in an appendix is a table showing the grade-level placement for these topic areas (which are listed under the topics/concepts column): sets; whole numbers (counting and numeration); whole numbers (operations); fractions and decimals; fraction operations; measurement and estimation; geometry; math sentences; probability and statistics; graphs and scale drawings; problem-solving; calculators and computers; integers; and ratio, percent, and proportion. (JN)

ED 265 036 SE 046 336

Roper, Susan; And Others
Developing Induction Programs. 1985 Regional Study Awards Final Product. Final Report of the Regional Study Award Project.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 85
NOTE- 21p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *College School Cooperation; *Cooperative Planning; Cooperative Programs; Elementary School Teachers; Elementary Secondary Education; Guidelines; Higher Education; *Preservice Teacher Education; *Program Development; Secondary School Teachers; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; Oregon

This report is organized in three sections. The first section discusses the need for induction programs (including impact of the lack of such programs on beginning teachers, as well as on experienced teachers, higher education faculty, researchers, society, and children); barriers to developing such programs; and ways of overcoming those barriers. The second section describes the specific areas in which beginning teachers report needing additional preparation and the implications for preservice programs generally, as well as for the program at Southern Oregon State College. Their needs include learning to work with other adults (parents, administrators, and aides), learning to work effectively with colleagues, being given a more realistic view of the teaching profession, and being given a better, more complete theoretical framework from which to work. The third section presents some guidelines for colleges and universities who wish to collaborate with public schools in designing such programs. It identifies the specific steps that are planned in working with local school districts interested in doing a better job of helping their beginning teachers make the transition to successfully assuming the full responsibilities of a teacher. (JN)

ED 265 083 SO 016 601

Miller, Jon D.
Effective Participation: A Standard for Social Science Education.
PUB DATE- 7 Jun 85
NOTE- 33p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Racine, WI, June 5-7, 1985). For related papers, see SO 016 602-605.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Citizenship Responsibility; Educational Assessment; Educational Research; High Schools; Longitudinal Studies; Minority Groups; *Outcomes of Education; Program Effectiveness; Social Action; Social Class; *Social Studies; Voting

The effect of social studies courses on post-high school political participation was studied. Data from two studies--"The National Longitudinal Study of the Class of 1972" and "The High School and Beyond Study of the Class of 1980"--were analyzed. A trichotomous measure of effective participation was used: those persons who engaged in no political activity; those who limited their participation to voting; and those who engaged in political activities other than voting, regardless of whether or not they voted. Results indicated that exposure to social studies courses at the high school level was not related to actual level of political participation seven years after high school. The study showed no differential effects on minority students. Finally, the study showed the pervasive influence that social class plays in the American political system. Youngsters from high socio- economic status (SES) households had a disproportionately higher chance to be enrolled in an academic program in high school and to be very active in extracurricular events than did students from middle and low SES homes. Political participation was strongly associated with both an academic program and extracurricular participation. (RM)

ED 265 115 SP 026 874

Gilliom, M. Eugene; Harf, James E.
Introducing an International Dimension into the Social Studies Methods Course.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 29 May 85
NOTE- 23p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Global Approach; Higher Education; *International Studies; *Methods Courses; *Preservice Teacher Education; *Social Studies; Teaching Methods

If social studies teachers are to build an international or global perspective into their teaching, they should not only be exposed to the substance of global education throughout their academic training, but should also be introduced to teaching methods and materials that are international in character. This presentation considers ways in which an international perspective might be introduced into secondary social studies methods courses. Two approaches--the infusion treatment and the discrete treatment--are described. Six recommendations are given dealing with steps that should be taken to introduce an international or global perspective to social studies teacher education. (CB)

ED 265 164 TM 850 254

Nocerino, Mary Ann; And Others
Report of the 1983-84 Evaluation of the Primary Mathematics Program. Executive Summary.
Fairfax County Public Schools, VA. Dept. of Instructional Services.

PUB DATE- Aug 84
NOTE- 75p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Attitude Measures; Classroom Observation Techniques; *Elementary School Mathematics; Elementary School Teachers; Evaluation Methods; Grade 1; Grade 2; Interviews; Longitudinal Studies; Mathematics Achievement; *Mathematics Instruction; Participant Satisfaction; Primary Education; Principals; *Program Attitudes; Program Effectiveness; *Program Evaluation; Program Implementation; Questionnaires; *Teacher Attitudes
IDENTIFIERS- California Achievement Tests; *Fairfax County Schools VA

The Fairfax County, Virginia, Schools' Primary Mathematics Program (PMP) was re-evaluated to provide additional data on program effectiveness and to provide suggestions on future program development, implementation, and improvement. Seventy-one teachers in 14 schools implemented the pilot program. Evaluative data included interviews with 14 principals, teacher surveys, observations of student and teacher behavior, and California Achievement Tests scores of second grade PMP students versus those in 61 classrooms in 14 comparison schools. Results indicated that teacher and principal attitudes toward PMP were positive. Expected behaviors were confirmed as far as teaching strategies, use of instructional and manipulative materials, and student behavior. Although teachers and principals felt that PMP children had greater understanding of mathematics concepts than comparison groups, the PMP students' achievement levels on the California Achievement Tests were the same as their counterparts in the comparison classrooms. Factors which were found to impede program implementation were student evaluation procedures, PMP ability to meet the needs of advanced students, and teacher time required for lesson planning and management of materials. Facilitative factors included program developers' assistance, teacher training, integration of textbooks and manipulative materials, and colleagues' support. Most principals favored the expansion of PMP to include grade 3. Various evaluation instruments and results are appended. (GDC)

Nuby, Mary

Collection Development Project.

Chicago State Univ., Ill.

PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Administration; *Library Collection Development; *Library Cooperation; Library Material Selection; *Library Planning; Library Research; Library Surveys; Policy Formation

Undertaken to provide data on the current status of collection development in selected academic libraries, this study also analyzed the structure of the collection development function at Chicago Academic Library Council (CALC) institutions and outlined a formal collection development policy for Chicago State University's Douglas Library. Questionnaires based on the Association of Research Libraries' 1974 survey were mailed to the eight CALC libraries; completed surveys were received from seven institutions. This document provides an introduction which includes brief discussions of the purpose of the study, its methodology and scope, and an overview of CALC; a summary of the survey results; and an outline of a proposed collection development policy for Douglas Library. A bibliography includes citations on methodologies and procedures used in the collection development process. The survey instrument is appended. (THC)

Klitgaard, Robert
Choosing Elites.
REPORT NO.- ISBN-0-465-01106-3
PUB DATE- 85
NOTE- 267p.
AVAILABLE FROM- Basic Books, Inc., 10 East 53rd St., New York, NY 10022 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Admission Criteria; *College Admission; College Entrance Examinations; *Education Work Relationship; Ethnic Groups; Grade Point Average; Higher Education; Income; *Minority Groups; Predictor Variables; Private Colleges; Professional Personnel; Reputation; *Selective Colleges; Success
IDENTIFIERS- *Elitism; *Harvard University MA

Applicant selections by elite institutions, and specifically Harvard University, is considered, with attention to admissions, selection objectives, predictions, academic performance and later-life contributions, nonacademic predictors of later-life contributions, and representation of certain groups. For six Harvard schools/departments, selection objectives, desired applicant characteristics, and admissions procedures are described. Selection approaches are identified, including calculating the social value added of educating different applicants. Statistical issues concerning predictions are addressed, including outcome measures and the degree of selectivity. Common nonacademic selection criteria are covered, including, applicant essays and interviews. The value of personality measures and administering simulated problems to applicants is also covered. Further, differences in performance of various ethnic groups and the costs and benefits of increased minority enrollments are discussed. Included is information on predicting academic performance and using/interpreting prior grades and test scores by selective undergraduate, graduate, and professional schools. Studies of the relationship between academic variables and later-life success are reviewed, with attention to broad studies of income and status, and earnings and success measures for particular professions. (SW)

ED 264 869 IR 051 366

Fahey, Barbara J.; Campbell, Douglas G.
New Catalog, Same Old User. Recommendations for Teaching the Online Catalog.
Wisconsin Univ., Oshkosh.
PUB DATE- 85
NOTE- 51p.; Supported by a Curriculum Development Grant, University of Wisconsin-Oshkosh.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Guidelines; Higher Education; *Library Catalogs; *Library Instruction; *Library Planning; Library Services; Library Surveys; *Online Systems; Position Papers
IDENTIFIERS- *Online Catalogs; *University of Wisconsin Oshkosh

This study focuses on the planning necessary to support library instruction for an online public access catalog in an academic library. The installation of an online catalog is viewed as an opportunity for librarians to teach effective use of the library catalog. The project report consists of a review of the literature pertaining to the implementation of an online catalog and the education of users, results of a survey of 20 institutions that have implemented online catalogs, and recommendations and a checklist for implementation of an online catalog instruction program. The recommendations cover primary tasks (timetables, budgets, strategies for library instruction, library personnel, and cooperative efforts); library instruction materials (content and format); equipment (library instruction equipment and other concerns); and public relations (university-wide and in the library). Appendices include a timetable/checklist; a list of learning objectives for online catalog education developed by a Northwestern University (Illinois) study; a fact sheet on the Automated Library Information System (ALIS) at University of Wisconsin-Stout; a reprint of an article entitled "Designing Point-Of-Use Instruction for the Online Catalog" (Linda Wilson); the survey questionnaire; and a list of institutions from which sample library instruction materials are available. A four-page bibliography is included. (THC)

ED 264 910 JC 860 030

Roueche, Suanne D., Ed.
Innovation Abstracts. Volume VII, Numbers 1-31.
Texas Univ., Austin. National Inst. for Staff and Organizational Development.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- 85
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Class Activities; *Classroom Techniques; College Faculty; *College Instruction; Community Colleges; *Educational Innovation; *Instructional Innovation; *Teaching Methods; Two Year Colleges

This series of 34 one- to two-page essays provides brief descriptions of innovative approaches to various aspects of two-year college education. Included in the series are: "Debatable Learning," by Beti Thompson; "Mentors to the Rescue," by Cynthia A. Barnes; "How to Take Line Management Risks: Push Them Downward," by David P. Campbell; "Applying Basic Skills Concepts to the General Curriculum," by Donald J. Jung; "Teaching Small Business Management: Using Multiple Teaching Strategies," by William Dotson and Jean Names; "Playing Around with the Humanities," by Betty Jo Kramer; "Faculty Renewal: A Model for Professional Development," by Barrie J. Saxton; "Attacking the Skills Problem: A Useful Study Aid," by Peter Incardone; "Thirty-One Ideas for Initiating International Work," by J. Nick Eastmond; "An Alternative to Mid-Term Exams," by Donna A. Nickel; "Grade Expectations," by Trudy Drucker; "An Upper-Division Writing Course," by Robbins Burling; "The Professional: A Definition," by Joseph S. DiPietro; "The Instructor's Report Card," by Vernon A. Magnesen; "Teaching History in the Two-Year College: Some Current Challenges," by William F. Mugleston; "New Directions for Success," by Robert H. McCabe; "Teaching: Another Way of Loving," by Harold Whittington; "ESP in the Classroom," by Norman E. Tandy; "A Study of Honors Programs in Community Colleges," by Patricia M. McKeague and Christine M. White; "What I Did When... Excusing the Inexcusable," by Gary Budd; "Learning Strategies: The Flip-Side of Teaching Strategies," by Claire E. Weinstein; "Serving the Dislocated Worker," by James L. Lancaster; "Using Student Observers in the Classroom," by Diane Orlich Kuhlmann; "Learning to Read--In College," by Art Buchwald; "Application: Coaching Strategies in Oral Anatomy," by O. B. Rominger; "Teaching Thinking Skills," by David Perkins; "Passion and Pedagogy," by Bob Miller; "The History Journal: Writing-Across-the-Curriculum," by Martha J. Pierce; "Improving Qualitative Conduct: A Teacher's Perspective," by Bill Magill; "The Un-Committee," by Steve K. Mittelstet; "Teaching Accounting and Using Computers," by Thomas Vannaman; "Science Mastery: A Design for High-Risk Student Success," by Peggy McClure; "Thoughts and Actions on Student Retention," by John Weber; and "Testing: In Praise of Ambiguity," by Susan Parman. (LAL)

Improving American Education: Roles for Parents. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session, June 7, 1984.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 84
NOTE- 128p.; Many pages have small, broken print and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Quality; Elementary Secondary Education; Family School Relationship; *Parent Participation; *Parent Role; *Parent Teacher Cooperation; Program Design; *Program Effectiveness; *Program Evaluation; Tutorial Programs; *Volunteers
IDENTIFIERS- Congress 98th; National School Volunteer Program

This hearing provides information on major issues that parents and educators face in establishing a parent teacher relationship conducive to improving American education and discusses ways some communities are successfully dealing with those issues. Prepared statements testify to the effectiveness of established parent and community volunteer programs and the research studies on types of parent involvement which are most beneficial to students, parents, teachers, and schools. Witnesses include the president of the National School Volunteer Program, a school district coordinator of community relations, a professor of child psychiatry, two researchers on parent involvement, a school director, a school superintendent, a parent, and the president of a research and demonstration organization. The importance of parent involvement in the education of children is emphasized by all witnesses, and the benefits of parent involvement programs are discussed. An appendix describes at length the establishment and implementation of the School Volunteer Development Project of the Dade County Public Schools. Two tables provide comparative data on: (1) parent and educator views regarding parent involvement roles; and (2) the responses of superintendents, school board presidents, and state education agency officials to questions about the existence of written parent involvement policies. (DST)

ED 264 953 PS 015 536

Rosengren, Karl S.; And Others
An Observational Study of Preschool Children's Computing Activity.
PUB DATE- 28 Sep 85
NOTE- 28p.; A version of this paper was presented at "Perspectives on the Young Child and the Computer" (Austin, TX, September 28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Age Differences; *Computer Literacy; Computer Software; Day Care Centers; Educational Technology; *Peer Relationship; *Preschool Children; Preschool Education; Sex Differences; *Student Behavior; *Teacher Student Relationship

An observational study was conducted to investigate the computer activity of children in a preschool classroom. Thirty-nine 3- to 5-year-old children were observed using a computer over nine weeks during a daily one-hour free play period. Different types of computer programs were available. During one half of the sessions, an adult knowledgeable about computers was available to the children for aid and support; during the remaining sessions, the teacher was not available. The children's physical and verbal behavior while using the computer was observed and recorded. Overall, the children enjoyed using the computer and preferred to use it with the teacher or a peer rather than alone. Additionally, children's activity at the computer was not significantly altered by the presence of the teacher. The observations indicated that preschool children can work effectively and cooperatively at a computer with minimal teacher supervision and that the computer does not appear to attract children to the detriment of other areas of social and cognitive development. Relatively few age or sex differences were reported. In terms of ability, more expert children were found to work at the computer more often than less expert children and also to work more efficiently. The less expert children tended to work for longer periods of time than the experts. The more expert children also used a greater variety of programs. (Author/BB) (Author/BB)

ED 265 009 RC 015 592

O'Connell, Carleen; Hagans, Rex
Staff Development in Rural Schools.
Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 16p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Education; Accountability; Administrator Role; Educational Change; *Educational Trends; Elementary Secondary Education; *Faculty Development; Financial Support; *Inservice Teacher Education; *Program Design; *Rural Education; Rural Schools; School Size; Small Schools; *Teacher Improvement

Rural education trends in the 1980s--influenced by decreased federal, state, and local funding and demands for higher academic standards and greater accountability--will have a significant impact on staff development in small and rural schools. Along with ebbing support for compensatory education and increased focus on math and science achievement, rural schools can expect a decrease in new hires which will result in a staff of teachers with the greatest seniority--those with the most time elapsed since preservice training--while funds for inservice teacher training will be scarce. In these circumstances rural administrators will need effective staff development activities to improve the awareness, attitudes, and skills of staff members. Studies by the Rural Education Advisory Committee and the National Rural Project have identified four characteristics of successful rural school staff development programs: (1) focus on topics relevant to rural educators; (2) respond to the varied stages of adult development; (3) provide follow through supervision which enables individual teachers to translate the ideas presented in training to every day rural classroom situations; and (4) plan long-term staff development activities to address the stages of concern about change which the teachers will naturally feel as they attempt to implement instructional changes. (JHZ)

ED 264 884 IR 051 394

Weatherup, Jim, Comp.
A Glossary of Research Terms.
PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Computer Science; Glossaries; *Research; *Research Methodology; *Research Tools

This glossary contains brief definitions of more than 550 special or technical terms used in scientific, technical, and social science research. Entries include various kinds of statistical measures, research variables, types of research tests, and research methodologies. Some computer terminology is also included. The glossary includes both general and specific terms and some cross-references are provided. (THC)

ED 264 897 JC 850 275

The Ford Transfer Opportunities Project at LaGuardia: Report on Activities.

La Guardia Community Coll., Long Island City, N.Y.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 132p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Advising; *Articulation (Education); Career Exploration; *College Transfer Students; Community Colleges; Cooperative Education; Information Dissemination; Intercollegiate Cooperation; Minority Groups; Program Descriptions; School Business Relationship; *Transfer Programs; Two Year Colleges; *Urban Education
IDENTIFIERS- City University of New York La Guardia Comm Coll; Urban Community Coll Transfer Opportunities Prog

In September 1983, LaGuardia Community College (LCC) received a grant from the Ford Foundation's Urban Community Colleges Transfer Opportunities Program. By May 31, 1984, the following achievements had been made: (1) a model for providing students with basic transfer information was developed and tested; (2) the corporate community was brought into the project; (3) the option of transfer to a selective, private, residential college was developed as a model for arrangements with other types of four-year institutions; (4) qualitative and baseline data on transfer were collected to measure the impact of the project; (5) diverse perspectives and wide participation were ensured throughout the project; (6) the structure for transfer counseling was strengthened; (7) articulation efforts with four-year colleges were increased; and (8) the framework for a comprehensive, college-wide transfer system was created. As of May 1984, most of the objectives of the project had been institutionalized. The bulk of the report consists of appendices which provide observations on LCC's transfer project; profiles of graduates' transfer experiences; a student workbook for a cooperative education internship seminar, covering resume writing, conducting research on careers, the exploratory interview, personal expenses, and career planning; and a sample interview schedule. (LAL)

ED 264 923 JC 860 044

Green, Judith, Ed.; And Others
Educational Dimensions, Issue Five--1985.
New York State Association of Two-Year Colleges, Inc.
PUB DATE- 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Qualifications; *Black Literature; *Cerebral Dominance; Community Colleges; *Educational Assessment; *Educational Philosophy; Job Satisfaction; Learning Strategies; Personality Traits; Physical Disabilities; Predictor Variables; Professional Development
IDENTIFIERS- *Risk Taking

Designed as a forum for issues pertinent to education at the two-year college level, this journal contains articles and dissertation abstracts by professionals at community colleges in New York. The articles are: (1) "Imagery, Visualizations, and Music: Implications for Learning Using the Right Hemisphere," by Shirley Aaronson; (2) "The Impact of Physically Disabled Students on Curriculum," by Bruce R. Halverson; (3) "Predicting Achievement Using Selected Intelligence Factors in an Urban Community College Introductory Accounting Course," by John P. Gorham; (4) "The Critical Thinking Dimension of John Dewey and Its Impact on Teaching," by Victor P. Maiorana; (5) "Risk Taking Behaviors Compared to Critical Job Variables," by Edward A. Petronio; (6) "Are Our Educational Administrators Really Competent?" by Fred Mayerson; and (7) "Integrating Black Literature into an Age of High Technology," by Rennie Simson. Abstracts are provided for dissertations by Jonas Falik ("The Measurement of Specific Outcomes of the College Discovery Program of the City University of New York") and Martin H. Levinson ("A General Semantics Approach to Alienation"). (LAL)

ED 265 053 SE 046 354

International Cooperation and Competition in Civilian Space Activities.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-ISC-239
PUB DATE- Jul 85
NOTE- 475p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communications Satellites; *Competition; Federal Legislation; *Foreign Policy; *International Cooperation; *Policy; *Space Exploration; *Space Sciences; Technology; Transportation
IDENTIFIERS- *Remote Sensing

This report assesses the state of international competition in civilian space activities, explores United States civilian objectives in space, and suggests alternative options for enhancing the overall U.S. position in space technologies. It also investigated past, present, and projected international cooperative arrangements for space activities and examines their relationship to competition in space. In keeping with the international focus of this assessment, the report discusses the relationship between space policy and foreign policy. It analyzes domestic policy issues only as they affect the U.S. ability to sell goods and services abroad or to cooperate effectively with other nations. It does not assess policies related to the military and intelligence space programs except to the extent that they affect international civilian activities in space. The report consists of 10 chapters. Chapter 1 is an executive summary; chapter 2 is an introduction. Topic areas in chapters 3 to 10 are, respectively: international space cooperation; competition; space transportation; satellite communications; remote sensing from space; materials processing in space; space science; and policy alternatives. Each of these chapters includes a table of contents. Five appendices are provided, which include the text of Public Law 98-365 the "Land Remote-Sensing Commercialization Act of 1984" and Public Law 98-575 the "Commercial Space Launch Act." (JN)

Mathematics Objectives and Measurement Specifications 1986, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).

Texas Education Agency, Austin. Div. of Educational Assessment.
PUB DATE- Jun 85
NOTE- 32p.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 201 East 11th Street, Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; *Educational Assessment; *Educational Objectives; Grade 7; Junior High Schools; Mathematics Achievement; *Mathematics Curriculum; Mathematics Instruction; Minimum Competency Testing; *Secondary School Mathematics; State Legislation; *Test Construction; Test Items
IDENTIFIERS- *Texas

Eleven mathematics objectives for seventh grade students to attain are listed. After general specifications for test items and the format for the test package are noted, specifications for assessing each objective are given, with enabling skills, a description of test questions, a description of answer choices, and examples of test questions for each objective. Objectives concern operations with fractions and decimals, problem solving with two-step word problems, geometric terms and figures, perimeter, measurement, use of charts and graphs, one-step equations, and possible outcomes. (MNS)

ED 265 098 SP 026 611

Barney, Robert Knight

Apostles of Physical Culture for American Youth: Pioneering Episodes in the History of Teacher Training for Physical Education in the United States.

PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- *Educational History; Exercise; Gymnastics; Higher Education; *Physical Education; *Physical Education Teachers; Physical Fitness; *Preservice Teacher Education

This paper traces the history of the development of formal training for physical education teachers. The evolution of physical fitness training in American schools is discussed from its inception in the early 1800s, when the concept of the union of bodily health and academic achievement was first emphasized by German immigrants to the United States. It is pointed out that the earliest American physical educators were men trained in medicine, thus creating an early atmosphere surrounding physical education in colleges which was based on scientific inquiry and application. (JD)

ED 265 133 SP 027 014

Murray, David R.
Conditions of Teacher Education in the Commonwealth of Kentucky: A Special Report on Estimating Supply/Demand and Related Issues.
PUB DATE- 85
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Enrollment Trends; Faculty Mobility; Higher Education; *Preservice Teacher Education; *Public School Teachers; School Demography; *Teacher Employment; Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Kentucky

This report provides a general overview of the supply and demand of public school teachers in the Commonwealth of Kentucky. Both actual data for 1980-85 and projected estimates for 1986 to 1990 were provided. Intrinsic to the study was a comprehensive analysis of actual and projected enrollment trends; a close review of teacher availability; an exploration of the demand and supply relationships and related issues influencing current and future conditions in teacher education. Surpluses and shortages were identified for elementary education, special areas, and secondary education by teaching areas. Contingency plans for a possible teacher shortage are also discussed. Thirteen appendces include data on enrollments and on student teacher ratios for special subject areas; data on demand and new hires and supply versus demand by field and region; new teachers analysis; age distribution of Kentucky teachers by totals; and average teacher salaries in elementary, secondary and combined Kentucky schools. (Author/LR)

ED 265 149 SP 027 085

Pigge, Fred L.; Lovett, Martha T.

Job Performance and Job Satisfaction of Beginning Teachers.

PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary School Teachers; *Job Performance; *Job Satisfaction; Secondary School Teachers; Special Education Teachers; Teacher Evaluation
IDENTIFIERS- Bowling Green State University OH

This study sought to determine the relationships between various indices of job performance and job satisfaction of the first-year teacher. It also examined the possibility that job satisfaction of beginning teachers might vary among elementary, secondary, specialized and special education teaching fields. Subjects were 154 graduates of the Bowling Green State University (BGSU) college of education. An indication of job satisfaction was derived from the Johnson Scale of Job Satisfaction. Job performance was determined by composite evaluations completed by: (1) the first-year teachers themselves; (2) their principals or supervisors; (3) their students; and (4) BGSU faculty who went on-site and observed their teaching. An analysis of the findings includes comparisons between the results of this study and those of previous studies. In a discussion of the implications of this study, it is suggested that an organized building or grade-level "Induction Committee" of one or two experienced teachers might promote greater job satisfaction and performance on the part of beginning teachers. References and two tables are appended. (JD)

ED 264 778 HE 018 952

O'Neill, Joseph P.
The Future of the Liberal Arts.
PUB DATE- Oct 85
NOTE- 11p.; Paper presented at the Annual Meeting of the College Entrance Examination Board (New York, NY, October 30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *College Role; Communication Skills; *Educational Objectives; *Education Work Relationship; Higher Education; Leadership; *Liberal Arts; Problem Solving

Views concerning study of the liberal arts and its future are offered. It is suggested that a liberal arts education has a public purpose: it develops skills needed by citizens to be active in the community. Studying the humanities (literature, philosophy, religion, music, and the fine arts) for self-expression, self-fulfillment, and self-development is for private, rather than public, purposes. In each society, the education that the citizen requires to be active in the community depends on its type of constitution. A liberal arts education may not be identified with particular subject matters, but rather with skills in communication, problem-solving, and leadership. From the Renaissance through the middle of the 19th century a liberal arts education was synonymous with the mastery of the Latin and Greek classics. Today colleges debate the relative merits of the humanities and the sciences, and most recently the focus has shifted to the advantages of career education. Since many individuals currently function within corporate or bureaucratic systems, it is proposed that the following skills are needed: persuasive skills, mastering of statistics, the ability to convey information graphically, an understanding of economics, and command of the written and spoken word. (SW)

ED 264 806 HE 018 988

Conrad, Clifton F.; Wilson, Richard F.

Academic Program Reviews: Institutional Approaches, Expectations, and Controversies. ASHE-ERIC Higher Education Report No. 5, 1985.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

REPORT NO.- ISBN-0-913317-24-1
PUB DATE- 85
NOTE- 111p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Case Studies; *College Programs; Decision Making; Educational Change; *Educational Quality; Evaluation Criteria; *Evaluation Methods; Higher Education; Institutional Evaluation; Institutional Research; Models; *Program Evaluation; *Self Evaluation (Groups)

Purposes for academic program review and diverse institutional approaches to college program review are considered, along with possible outcomes and ways to improve program review. Attention is directed to program review practices at 30 representatives institutions. As background, predominant types of program review over the past 15 years levels are briefly addressed: state-review, multicampus system review, and college review. At the college level, major issues include: choosing programs to review, accommodating multiple purposes, selecting an evaluation model, assessing quality, using external reviewers, increasing use of evaluations, and assessing the impact of evaluations. Program reviews at most institutions draw heavily on one or more of several models: goal-based, responsive, decision-making, or connoisseurship. Four different perspectives have been offered on how quality should be defined: the reputational view, the resources view, the outcomes view, and the value-added view. Criteria for evaluating programs include: quality of faculty, students, curricula, support services, the relevance of the program to mission, student demand and demand for graduates, and costs. Ten tentative proposals for improving program review are offered that relate to purposes, processes, and use of results. (SW)

ED 264 832 IR 011 916

Baggaley, Jon, Ed.; Sharpe, Joan, Ed.

Experimental Research in TV Instruction. Proceedings of an International Conference (2nd, St. John's, Newfoundland, Canada, June 21-23, 1979). Volume 2.

SPONS. AGENCY- Memorial Univ., St. John's (Newfoundland).; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE- Jun 79

NOTE- 159p.; Volumes 1 and 3 are out-of-print. For related documents, see IR 011 917-918.

AVAILABLE FROM- J. Baggaley, Dept. of Education, Concordia University, H549-12, 1455 de Maisonneuve Blvd., Montreal, Quebec, Canada H3G 1M8 ($20.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Audience Analysis; Distance Education; *Educational Television; Foreign Countries; Formative Evaluation; *Instructional Design; Mass Media Effects; Nontraditional Education; Production Techniques; *Programing (Broadcast); Summative Evaluation; *Television Research; Television Viewing; *Videotape Recordings

IDENTIFIERS- Canada; *Instructional Effectiveness; Sweden; West Germany

A foreword by Arthur M. Sullivan and an introduction by Jon P. Baggaley introduce the 12 conference papers included in this collection. The papers are as follows: (1) "Research on 'Sesame Street': Designing the Educational Context" (Rodney Dennis); (2) "'Sesame Street' in Labrador" (Graham Skanes and Lorne Taylor); (3) "Videotapes for Correspondence in Economics: First Results at the Fernuniversitat Hagen" (Wolfram Laaser); (4) "Watching Slow Learning Children Watch Television" (Patricia Porter); (5) "Attitudes and Achievement Following Live and Videotaped Instruction" (Arthur M. Sullivan, Emir Andrews, Richard Maddigan, and Cathryn Noseworthy); (6) "Some Experimental Uses of Color Television in Undergraduate Chemical Education" (Everett Nienhouse); (7) "The Effects of Placement, Delivery Format and Missed Cues on TV Presenter Ratings" (Gary Coldevin); (8) "Perceiving Reality via Mass Media" (Olle Findahl); (9) "Can Effectiveness of Televised Instruction Be Improved by Controlling Production Variables?" (P. David Mitchell); (10) "The Formative Evaluation of Instructional Television Programming Using the Program Evaluation Analysis Computer" (Rand Nickerson); (11) "Image Presentation: Some Semiological Issues" (G. Harry Jamieson); and (12) "The Utility of Experimental Research in Videotaped Instruction" (Tony Bates). An overview of the conference by a practitioner's panel (Charlotte O'Dea, Craig McNamara, and Charles Mardel) and a list of participants conclude the proceedings. (JB)

ED 264 844 IR 011 928

Goguen, Joseph; And Others
Optimal Structures for Multimedia Instruction. Final Report.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Jul 85
NOTE- 75p.; For related document, see ED 243 463.
CONTRACT- N00014-82-K-0711
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Cognitive Ability; *Discourse Analysis; Educational Principles; Educational Strategies; *Instructional Design; Instructional Improvement; Learning Strategies; *Multimedia Instruction; *Semiotics; Statistical Significance; Verbal Stimuli; Videotape Recordings; Visual Stimuli
IDENTIFIERS- Boolean Logic

This 2-year study, which took a multidisciplinary approach to the problem of discovering principles for designing effective multimedia instruction, focused on the effects on instructional effectiveness of the discourse structure of instructional materials and the coordination of multiple instructional media. The task domain was a logic box said to control an irrigation system. Fifteen different stimuli were prepared, each including an explanation of how the box works; each was shown to a group of approximately 25 California community college students. The stimuli were videotapes of a professional actor following a carefully prepared multimedia script involving use of verbal explanation, diagrams on a blackboard, and the box itself. The stimuli comprised two series, the first using a fully-crossed design with three binary independent variables, and the second exploring seven variants of a single explanation type. Separate objective tests were devised for each series, sharing several questions to permit cross-series comparisons. Analyses relied chiefly on 1- and 3-way ANOVAS, tests to evaluate between group differences, and correlations between individual items and total test scores. The major findings suggest that the choice of discourse type can strongly affect comprehension; comprehension can be improved by gestural coordination between visual and verbal material and use of suitable visual icons; both cognitive level and manipulation of the internal structure of discourse units have significant and systematic effects on comprehension; and inclusion of summaries, particularly initial summaries, seems to assist comprehension. Eight guidelines for media production are included, and scripts and test materials used in the experiment are appended. A reference list is also provided. (JB)

ED 264 857 IR 051 345

Dervin, Brenda; And Others
How Libraries Help.
University of the Pacific, Stockton, Calif.
SPONS. AGENCY- California State Library, Sacramento.
PUB DATE- Oct 85

NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Information Needs; *Information Seeking; *Information Utilization; Library Materials; Library Research; *Library Role; *Library Services; Library Statistics; Position Papers; Predictor Variables; *Public Libraries; State Surveys; User Satisfaction (Information); Use Studies
IDENTIFIERS- California

This study was conducted to determine how library users in California say library use helps them. While most library effectiveness studies infer effectiveness by looking at the movement of materials or reports of user satisfaction, this study proceeds from the assumption that libraries need to know how library use helps in user terms. The study design is drawn from a general research approach, developed over the past 13 years and known as Sense-Making, which provides a general perspective and set of methods for looking at information seeking and use in human rather than institutional terms. The central focus of this study is a set of 16 "helps" users obtain from their library visits. The study was directed toward two specific purposes: to examine the kinds of helps users generally got from their most recent library visits and to determine the dimensions that predicted how users were helped--kind of library, recency of visit, materials/services obtained, or demographic characteristics. A questionnaire drawn from methods developed and tested in past Sense-Making projects was administered by telephone to a random probability sample of all individuals aged 12 or older residing in California. The procedures resulted in a sample of 1,005 Californians of which 81% (814) recalled their last library visit and were included in the final user sample. This report includes sections on the purpose and methodology of the study, helps which the users reported, factors which predicted how users were helped, the best predictors of how libraries helped, composite user portraits for each help, and conclusions. Bar charts throughout the report illustrate the survey findings. (THC).

ED 264 983 RC 015 228

Veirs, Val; And Others

Tribal Resource Institute in Business, Engineering, and Science (T.R.I.B.E.S.). Part I, TRIBES Energy and Resource Management Simulation. Part II, Creative Writing--Essays submitted by the T.R.I.B.E.S. Students.

Colorado State Coll., Greeley.

PUB DATE- 84
NOTE- 127p.; A product of the Tribal Resource Institute in Business, Engineering, and Science (TRIBES). Some print may not reproduce well due to marginal legibility.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; Community Influence; Creative Writing; *Energy Education; Expository Writing; High School Students; *Natural Resources; *Problem Solving; Research Opportunities; Secondary Education; *Simulation; *Student Research; Summer Programs; Tribes

The expository and creaive writing of Native American high school students enrolled in a summer program at Colorado College sponsored by TRIBES (Tribal Resource Institute in Business, Engineering, and Science) is featured in this document. Part 1 presents a simulation problem in energy and resource management followed by reports submitted by 28 students in response to the assignment. The assignment provides background information on a hypothetical case: the Tiger Indian Tribe--living on a large reservation in western Colorado and facing the problem of rising energy costs and high unemployment--is considering specific proposals to build either a hydroelectric or coal-fired electric generating plant. Seven special interest groups and their biases are described: tribal business leaders, Tiger Labor Organization, Save Our Environment Coalition, Tiger Consumer Association, Tiger Farm Association, Office of Engineering Analysis, and Colorado Ute Power Company. The student reports, each prepared by four students representing a special interest group, include an analysis of the feasibility of the power plant proposals, a specific proposal consistent with the group's own interests, and the use of economic analysis to support the group's position. Part 2 consists of 16 pieces of creative writing by students--most with Indian culture themes--in the form of poetry, short stories, and essays. (JHZ)

ED 264 997 RC 015 566

McCune, Allen

Effective Use of the ACT Test in a Small, Rural High School.

PUB DATE- Dec 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Guidance; Grade 11; *Guidance Programs; High Schools; *High School Seniors; Program Descriptions; *Program Implementation; Rural Education; *Small Schools; *Testing Programs; Vocational Interests
IDENTIFIERS- *American College Testing Program; *Halstead High School KS; Kansas

Systematic activities of the guidance program at the Halstead, Kansas high school--enrollment 215--are used to illustrate what a small rural school can do to help students register and prepare for the ACT (American College Testing Program) and use test results to plan their educational futures. Halstead students' ACT scores consistently exceed state and national averages and the program results in increased self-knowledge, better career information and guidance, and more realistic and attainable career goals for students. Preparation for the test begins in August with mailing a calendar to parents of seniors emphasizing ACT administration dates, the first administration being in October. Dissemination of information about the test to faculty and students, individual conferences with each senior, and daily and weekly bulletin reminders precede test dates. When test results are received, conferences are held with each student and scores mailed to parents with invitations to individual parent conferences. During February and March conferences are held with seniors who have not taken the test and test information is disseminated to juniors and their parents, with juniors encouraged to take the test in April. The April ACT results are followed up with conferences and group summaries are compared to national and state averages before the school year ends. (LFL)

ED 265 023 SE 046 323

Secondary Mathematics: Alaska Curriculum Guide. First Edition.
Alaska State Dept. of Education, Juneau.
PUB DATE- Aug 85
NOTE- 181p.; Support of the Model Curriculum Project was provided through a special grant fron ECIA Chapter II (Block Grant).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Behavioral Objectives; *Calculus; *Geometry; *Mathematical Concepts; Mathematics Education; Mathematics Instruction; Secondary Education; *Secondary School Mathematics; State Curriculum Guides; Trigonometry
IDENTIFIERS- *Alaska

This curriculum guide lists mathematics topics and concepts, learning outcomes, and sample learning objectives (in three columns) for these secondary school mathematics courses in Alaska: (1) general mathematics; (2) consumer mathematics; (3) pre-algebra; (4) algebra I; (5) algebra II; (6) geometry; (7) trigonometry; (8) precalculus; and (9) calculus. Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area. Learning outcomes, in the second column, describe, in general terms, the behaviors students are expected to demonstrate as a result of their learning experiences. These outcomes are the goals toward which student learning is directed. Sample learning objectives, shown in the third column, are indicators of student progress toward the stated goals. At least one sample learning objective is stated for each learning outcome. The concepts and topic areas for the nine courses (which are included in the topics/concepts column) are listed in an appendix. (JN)

ED 265 037 SE 046 337

Dean, Robert B., Ed.
Training of Sanitary Engineers in Europe.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
REPORT NO.- ICP/EHP 002; ISBN-92-890-1022-3
PUB DATE- 85
NOTE- 202p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Ave., Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Degree Requirements; Developing Nations; *Engineering; *Engineering Education; Foreign Countries; Paraprofessional Personnel; Postsecondary Education; *Program Content; Program Descriptions; *Public Health; Science Education; *Training; Water Quality
IDENTIFIERS- *Europe; *Sanitary Engineering

Sanitary engineering (also known as public health engineering in the United States) covers all fields where engineering activities are more efficient than medical action for dealing with public health concerns. This book focuses on the training of individuals for these fields. Part I provides information on the general organization of training in sanitary engineering in 33 countries, as well as details of institutions that teach sanitary engineering as an integral part of public health and organize postgraduate specialization courses or courses in foreign languages for students from other countries. Part II lists and briefly describes a number of international organizations that are concerned with the training and qualifications of engineers and technicians, including sanitary and public health engineers. Fifteen selected programs (specifying those that cater particularly for developing nations) in countries of the European region and three representative programs of institutions in the United States are described in detail in part III. The countries are Algeria, Czechoslovakia, France, Federal Republic of Germany, Hungary, Italy, Morocco, Netherlands, Portugal, Switzerland, Turkey, and the United Kingdom. Part IV is a report of a World Health Organization meeting titled "Consultation on the Public Health Component of Sanitary Engineers' Training Curricula." (JN)

ED 265 084 SO 016 602

Moore, Jerry R.
Standards for Social Studies: A Case Study.
PUB DATE- 12 Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Racine, WI, June 5-7, 1985). For related papers, see SO 016 601-605.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Citizenship Education; Competency Based Education; Degree Requirements; Educational Needs; Elementary Secondary Education; Evaluation Criteria; *Minimum Competencies; *Minimum Competency Testing; *Social Studies; Teacher Role
IDENTIFIERS- *Virginia Standards of Learning Program

Prior to the Virginian Standards of Learning Program most curriculum guidance was provided by the Board of Education through course requirement in-service sessions and through legislative action on mandated topics. The Standards of Learning Program gave Virginia teachers primary responsibility for establishing minimum competencies and assessment procedures for citizenship education. Local schools were directed by the Virginia State Department of Education to establish standards that could be used to determine eligibility for graduation. Definitional and curriculum issues in social studies were outlined. Teachers were selected to develop a manual outlining the social studies standards for each grade level, including specifications and instruments for assessing each standard. The results of the program revealed that social studies programs lacked a national focus; there was no fundamental understanding of what was taught or learned; the curriculum being taught was fragmented and ambiguous; and many state education departments were not responding to their leadership responsibilities and were deferring to local schools. (RM)

ED 265 116 SP 026 875

Sherrill, Claudine
Fostering Creativity in Handicapped Children.

PUB DATE- 85
NOTE- 34p.; Paper presented at the International Symposium of the International Federation of Adapted Physical Activity (5th, Toronto, Canada, October, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adapted Physical Education; *Creative Development; *Creativity Tests; *Disabilities; Elementary Secondary Education; Exceptional Persons; Teacher Behavior

Of the nine long range goals of adapted physical education, creative thinking and moving has received the least attention. However, this goal may be more important than others in helping handicapped children self-actualize through sports, dance, and aquatics. This paper defines behaviors in the creative process and describes several assessment approaches, including: (1) Torrance Tests of Creative Thinking; (2) Wyrick Test of Motor Creativity; (3) Torrance Tests of Thinking Creatively in Action and Movement; (4) TWU Motor Creativity Rating Scale; and (5) Brennan Test of Creative Motor Performance. Also reviewed is current literature on such topics as games analysis intervention theory, shared decision making in physical education, teacher behaviors which optimize student-teacher interactions, and modeling of creative behaviors. A 39 citation reference list on motor creativity is included. (Author/CB)

Vaughan, Eva D.; And Others
Factors Associated with Differences in Patterns of Program Implementation: A Three Year Study.

Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 85
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Correlation; *Educational Assessment; Educational Environment; *Educational Innovation; Elementary Education; Elementary School Teachers; Item Analysis; Longitudinal Studies; *Models; Program Effectiveness; Program Evaluation; *Program Implementation; *Staff Development; *Teaching Skills
IDENTIFIERS- *Adaptive Learning Environments Model; Project Follow Through

Purposes of this study were: (1) to examine patterns of implementation of an innovative educational program with a built-in staff development component over a period of three years; (2) to compare patterns of implementation of the Adaptive Learning Environments Model's (ALEM) three types of teaching skills, including generic, adaptive, and program specific; and (3) to examine site-to-site differences in patterns of program implementation over time. Data for the study were obtained from classrooms in four school districts which implemented the ALEM as the core instructional program in grades K through 3, in conjunction with participation in the National Follow Through Program. Sites varied in ethnocultural, socioeconomic, and geographic characteristics. Teachers' classroom implementation was measured by administration of the Implementation Assessment Battery for Adaptive Instruction (IABAI). Results, obtained using analyses of variance, item analysis, and correlational analysis, were summarized to show few marked differences in patterns of change over time for the three types of teaching skills. When ample support was provided, improvements in implementation were likely to result; the absence of or inadequacy of support, however, lead to stagnation or decrement of teaching skills. (LMO)

ED 264 819 HE 019 001

Freeman, Jo, Ed.
Women: A Feminist Perspective. Third Edition.
REPORT NO.- ISBN-0-87484-568-8
PUB DATE- Mar 84
NOTE- 629p.
AVAILABLE FROM- Mayfield Publishing Company, 285 Hamilton Avenue, Palo Alto, CA 94301 ($18.95).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Abortions; Clerical Workers; Day Care; Displaced Homemakers; Employed Women; *Employment Practices; *Family Relationship; Females; *Feminism; Health Services; Higher Education; Marital Status; Minority Groups; *Political Influences; Professional Personnel; *Sex Role; *Sexual Abuse; Sexual Harassment; Social Change; Unions; Widowed

Feminist issues are discussed in 33 scholarly articles that cover the following areas: the body and its control, the family, growing up female, the working woman, institutions of social control, and historical and contemporary developments in feminism. Titles and authors include: "Sexual Terrorism" (Carole J. Sheffield); "The Rape Culture" (Dianne Herman); "Abortion: The Controversial Choice" (Nadean Bishop); "Sexual Harassment: The Link between Gender Stratification, Sexuality, and Women's Economic Status" (Susan Ehrlich Martin); "Women, Health, and Medicine" (Barbara Katz Rothman); "The Origin of the Family" (Kathleen Gough); "Power in Dating Relationships" (Letitia Anne Peplau); "Marital Relationships and Mental Health: the Psychic Costs of Inequality" (Janice M. Steil); "Motherhood: Contemporary Conflict for Women" (Michele Hoffnung); "Child Care" (Jill Norgren); "Sex-Role Socialization: A Focus on Women" (Lenore J. Weitzman); "Women and Higher Education; Sex Differentials in the Status of Students and Scholars" (Mary Frank Fox); "The Double Standard: Age" (Inge Powell Bell); "The Internalization of Powerlessness: A Case Study of the Displaced Homemaker" (Lois M. Greenwood-Audant); "Women and Widowhood: The Suffering beyond Grief" (Judith M. Stillion); "Women in the Labor Force: An Overview" (Francine D. Blau); "Clerical Work: The Female Occupation" (Evelyn Nakano Glenn, Roslyn L. Feldbert); "'Union is Power': Sketches from Women's Labor History" (Barbara M. Wertheimer); "Professional Women: How Real Are the Recent Gains?" (Debra Renee Kaufman); "Trust, Loyalty, and the Place of Women in the Informal Organization of Work" (Judith Lorber); "Women, Law, and Public Policy" (Jo Freeman); "Women and Politics: The Real Majority" (Naomi B. Lynn); "Race and Ethnicity in the Lives of Minority Women" (Elizabeth McTaggart Almquist); "What Price Independence? Social Reactions to Lesbians, Spinsters, Widows, and Nuns" (Rose Weitz); "The Sexual Politics of Interpersonal Behavior" (Nancy Henly, Jo Freeman); "Sexism and the English Language; The Linguistic Implications of Being a Woman" (Karen L. Adams, Norma C. Ware); "Poverty is a Woman's Problem" (Kathleen Shortridge); "Farewell to Alms: Women's Fare under Welfare" (Diana M. Pearce); "The Historical Background" (Viola Klein); "The First Feminists" (Judith Hole, Ellen Levine); "The Women's Liberation Movement; Its Origins, Structure, Activities, and Ideas" (Jo Freeman); "Feminist Consciousness and Black Women" (Pauline Terrelonge); and "Keep Us on the Pedestal: Women against Feminism in Twentieth-Century America" (Susan E. Marshall). (SW)

ED 264 885 IR 051 395

Clancey, William J.
Heuristic Classification. Technical Report Number 12.
Stanford Univ., Calif. Dept. of Computer Science.

SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- KSL-85-5; STAN-CS-85-1066
PUB DATE- Jun 85
NOTE- 83p.
CONTRACT- N00014-85K-0305
GRANT- B852005
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; *Classification; *Computer Oriented Programs; *Computer Science; Graphs; *Heuristics; *Information Systems; Logical Thinking; Models; Position Papers; *Problem Solving; Scientific Research; Systems Approach
IDENTIFIERS- *Expert Systems

A broad range of well-structured problems--embracing forms of diagnosis, catalog selection, and skeletal planning--are solved in expert computer systems by the method of heuristic classification. These programs have a characteristic inference structure that systematically relates data to a pre-enumerated set of solutions by abstraction, heuristic association, and refinement. In contrast to previous descriptions of classification reasoning, particularly in psychology, this analysis emphasizes the role of a heuristic in routine problem solving as a non-hierarchical, direct association between concepts. In contrast with other descriptions of expert systems, this analysis specifies the knowledge needed to solve a problem, independent of its representation in a particular computer language. The heuristic classification problem-solving model provides a useful framework for characterizing kinds of problems, for designing representation tools, and for understanding non-classification (constructive) problem-solving methods. This 12-part report includes the following sections: (1) Introduction; (2) The Heuristic Classification Method Defined; (3) Examples of Heuristic Classification; (4) Understanding Heuristic Classification; (5) Analysis of Problem Types in Terms of Systems; (6) Inference Strategies for Heuristic Classification; (7) Constructive Problem Solving, An Introduction; (8) Relating Tools, Methods, and Tasks; (9) Knowledge-Level Analysis; (10) Related Analyses in Psychology and Artificial Intelligence; (11) Summary of Key Observations; and (12) Implications. Six pages of references complete the document. (Author/THC)

ED 264 938 PS 015 398

Louisville & Jefferson County Child Care Needs Assessment--1985.
Louisville and Jefferson County Community Coordinated Child Care, Ky.
PUB DATE- Mar 85
NOTE- 121p.; Supported in part by Jefferson County Fiscal Court through Commissioners Jim "Pop" Malone and Darryl Owens.
AVAILABLE FROM- Community Coordinated Child Care (4-C), 1355 South Third Street, Louisville, KY 40208 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Day Care; Demography; Early Childhood Education; *Needs Assessment; *Parent Attitudes; Surveys
IDENTIFIERS- *Kentucky (Jefferson County); *Kentucky (Louisville); Service Utilization

Recent changes in employment practices, family compositions, funding procedures, and attitudes toward child care as a whole have prompted a second child care needs assessment for Jefferson County and the City of Louisville, Kentucky. Three basic methods were used. First, 1980 census data were analyzed to obtain demographic data on child care. Second, providers were surveyed to completely evaluate specific child care slots available. Finally, a survey of over 400 homes with children provided information on child care practices and attitudes. All three methods were used to collect information from seven areas within Jefferson County and in the county as a whole. The census analysis was broken down further into specific localities or neighborhoods. Findings suggest, first, that infant and toddler care are essential elements in the provision of adequate child care in the community. Second, before and after school care for school-age children are major "needs." Third, female-headed households are particularly in need of community support systems concerning child care. A fourth outcome of the study was that specific areas of Jefferson County in greatest need of an increase in child care slots were identified. (Author/RH)

ED 264 968 PS 015 571

Eller, Carole L.; And Others
The Hours We Can't Be Home: Developing a School Age Child Care Program. A Handbook for Parents.
Collaboration for Connecticut's Children, Hartford.; Connecticut Univ., Storrs. Cooperative Extension Service.
PUB DATE- 85
NOTE- 90p.
AVAILABLE FROM- Collaboration for Connecticut's Children, 880 Asylum Avenue, Hartford, CT 06105 ($5.00, plus $2.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Organization; Certification; Elementary Education; Needs Assessment; *Parent Participation; Personnel; *Program Administration; Program Budgeting; Program Development; Program Evaluation; *Program Implementation; Public Relations; *School Age Day Care
IDENTIFIERS- Connecticut

This handbook suggests to parents ways to plan, develop, and implement an after school child care program. Following a description of the initial child care needs assessment in the community, guidance for deciding the appropriate program type and step-by-step administrative instructions for establishing the program as a business are given. The next section, on staffing, provides basic information for policy formation and hiring and training of staff. Next, daily program development is discussed in terms of planning, equipment and supplies. Budgeting and financial management concerns are then outlined, and public relations coverage is suggested. Finally, a list of possible areas for program evaluation is provided. Related materials for the Somerset, Connecticut, Elementary Child Care Association are appended, including by-laws, various record-keeping forms, the Connecticut Public Health Code Regulations for Day Care Centers and Homes, and the Connecticut Day Care Licensing Program forms. (DST)

ED 265 010 RC 015 593

Serving the Rural Adult: Proceedings of Four 1985 Regional Conferences (Lexington, Kentucky, February 17-19; Logan, Utah, March 10-12; Sioux Falls, South Dakota, April 22-24; Skytop, Pennsylvania, May 5-7).

Kansas State Univ., Manhattan. University for Man.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 13p.

AVAILABLE FROM- Jacqueline D. Spears, Action Agenda Project, 1221 Thurston, Manhattan, KS 66502 ($2.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Access to Education; *Adult Education; Conferences; Delivery Systems; Economic Development; *Educational Cooperation; Educational Development; *Models; *Postsecondary Education; Program Design; Rural Development

IDENTIFIERS- *Action Agenda Project

Based on four regional conferences organized by the Action Agenda Project on the theme of "Serving the Rural Adult," these proceedings examine the similarities and differences the diverse participants contributed to the discussion of rural adult education; the successes and concerns expressed in finances and funding, policy, models, and economic development; and a shared agenda for future action. Common themes identified are: the empowerment offered by education to enable rural adults to gain control over their lives; the need for collaboration/cooperation among those serving rural areas; the traditional barriers of isolation, lack of rural self-respect, and resignation with which rural people accept inferior services which block efforts at building effective power bases. Conference participants shared a variety of models, from programs in entrepreneurship to school-based economic enterprises and from small business development centers to community-wide efforts at economic development. Characteristics shared by successful programs are community support, recognition of and respect for cultural differences, and respect for adult autonomy. The action agenda for extending educational opportunities to rural adults suggests four steps: forming partnerships; disseminating information; influencing community, state, and institutional policy; and establishing a formal organization to link postsecondary educational providers. Participating organizations and national and regional steering committee members are identified. (NEC)

ED 265 070 SE 046 371

Zehavi, Nurit

Investigation of the Effect of Assignment Projects on Mathematical Activity of Graduating Junior High School Students.

PUB DATE- Nov 84
NOTE- 238p.; Ph.D. Thesis, The Weizmann Institute Science, Rehovot, Israel.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Doctoral Dissertations; Foreign Countries; *Grade 9; Junior High Schools; Junior High School Students; *Learning Activities; *Mathematics Instruction; *Problem Solving; *Secondary School Mathematics
IDENTIFIERS- Israel; Mathematics Education Research

This study explored student mathematical activity in open problem-solving situations, derived from the work of Polya on problem solving and Skemp on intelligent learning and teaching. Assignment projects with problems for ninth-grade students were developed, whether they elicit the desired cognitive and cogno-affective goals was investigated, and their effectiveness in enhancing mathematical activity was evaluated. Student responses were analyzed on quality-of-answer and quality-of-procedure scales. Improvement is exhibited in a quality of solution table. Assignment tests were developed, validated, and used to compare changes in mathematical activity in a pre-post control-experimental setting. The results indicate that the assignment projects were effective. It also became clear that teachers needed more support in a practical form. A clinical study was undertaken; students in one class were interviewed about their work on assignments. The researcher's premise was that if he could categorize student difficulties and the guidance into some sort of hierarchy, then he would have a model and a language which would help teachers in their work. The applicability of the diagnostic guidance hierarchy was examined successfully in a regular classroom setting. (MNS)

A Report to the President of the United States from the Intergovernmental Advisory Council on Education, National Networking Conference on Teacher Preparation and Preparation and Retention (Washington, D.C. May 2-3, 1985).

Intergovernmental Advisory Council on Education (ED), Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Faculty Mobility; Higher Education; *Information Networks; *Preservice Teacher Education; Teacher Certification; Teacher Shortage; *Teacher Supply and Demand

Based on a two-day national networking conference composed of policymakers from the public and private sectors, this report proposes ten steps for improving teacher preparation and retention in order to upgrade the quality of education nationally and halt the growing shortage of teachers in specific subject areas. Specifically, it was proposed that: (1) accurate information is needed to anticipate teacher supply and demand and identify needed program changes; (2) multiple routes into teaching are needed; (3) colleges and universities should have institution-wide responsibility for rigorous subject matter and pedagogical training of teachers; (4) teacher certification must be candidate-based and accurately reflect school level teaching responsibilities; (5) site-level supervision should be provided for all new teachers; (6) retraining current teachers to respond to shortage areas should be a high priority; (7) the best teacher evaluation systems are locally developed; (8) greater incentives and rewards are needed to attract and retain talented teachers; (9) private sector participation in public education needs to be encouraged; and (10) resource networks should be expanded to share successes and lessons learned. A summary of the networking conference dialogues is included. (JD)

ED 265 150 SP 027 105

Varah, Leonard J.
Teacher Induction Program (An Inservice Program for First-Year Teachers).
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Convention of the National Council of the States on In-service Education (Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; College School Cooperation; Elementary Secondary Education; *Mentors; *Program Development; *Teacher Orientation; *Teamwork
IDENTIFIERS- *Beginning Teacher Induction

A description is presented of a model teacher induction program that has been evaluated as very effective. When the first-year teacher signs a contract in a participating school, the Induction Support Team is formed immediately. This team consists of a school administrator, a mentor teacher, and a University consultant. The purpose of the team is to provide a complete staff to assist the beginning teacher in whatever concerns or needs are deemed necessary in an on-going, year-long teaching situation. The role and responsibilities of each team member are described. During the orientation session, each inductee, with the assistance of the team, initiates a Personal Development Plan. This plan provides the inductee an opportunity to identify accomplishments and concerns about teaching in six major categories: (1) planning; (2) management of student conduct; (3) instructional organization; (4) presentation of subject matter; (5) communications; and (6) testing. The university provides the mentor with a program of orientation and training as well as two graduate courses each for three credits. These courses are open only to the mentor teachers who are working with an inductee. (JD)

Wong, Wck; Swan, John
Thinking: Breaking Away from Convention.
PUB DATE- Aug 84
NOTE- 24p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Creative Thinking; *Cultural Influences; Developing Nations; Educational Change; Educational Objectives; *Education Work Relationship; *Engineering Education; *Foreign Countries; Higher Education; *Problem Solving; Rural Areas; Undergraduate Study
IDENTIFIERS- *Papua New Guinea

Problems and possible solutions for training Papua New Guinea undergraduates to think creatively are considered, with a focus on engineering students. Since many engineering graduates in Papua New Guinea work in isolated outposts with no one to teach them on the job, a practical problem-solving emphasis is needed in their college courses. Engineering students also need to study social, ethical, and political topics, since human problems compound engineering problems. Presently, education for engineers follows the traditional method of teaching, much of which involves rote learning. In order to produce creative and inventive engineers, attention should be focused on the process and performance of the overall system as well as results and details of operations, and methods of inquiry as well as knowledge. Cultural and educational influences in the country that affect engineering education include: accounting for the unknown in supernatural terms; a tendency to approach the world with certainty or ready-made formulas rather than doubt; education that provides few precedents for experimentation with new materials, designs, or approaches; little exposure during childhood to books and modern toys; Papua New Guineans' difficulty with certain mathematical concepts; and English language deficits. (SW)

Ayala, Marta Stiefel, Ed.; And Others
Proceedings of the Binational Conference on Libraries in California and Baja California (1st, Tijuana, Baja California, Mexico, January 13-14, 1984) = Memorias de la Primera Conferencia Binacional de Bibliotecas de las Californias.
Serra Cooperative Library System, San Diego, CA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 84
NOTE- 97p.; A project of the U.S. Department of Education, Library Services and Construction Act. Paper by Catalina Lopez de Baumgartner, "Technical Processes in the C.I.C.E.S.E. Library," is not included.
AVAILABLE FROM- Serra Cooperative Library System, 5555 Overland Avenue, Bldg. 15, San Diego, CA 92123.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Libraries; Community Services; Databases; Foreign Countries; *International Cooperation; Library Automation; *Library Services; *Outreach Programs; Program Descriptions; *Public Libraries
IDENTIFIERS- *California; *Mexico; Spanish (American); Spanish (Mexican); United States

This document includes the text of presentations given at the First Binational Conference on Libraries in California and Baja California, as well as minutes from four roundtables held at the conference. Following a prologue and a brief background on the conference, the following presentations are included: (1) "State Support for Public Libraries in California" (Gary E. Strong); (2) "Current Status of the State Central Public Library of Baja California, Mexico" (Javier Ruiz Carrillo); (3) "The Serra Latino Services Project" (Martin Gomez, Luz Leida Rodriguez, and Ivan Corpeno-Chavez); (4) "Outreach Services to the Spanish-Speaking Community" (Marsha Abanira); (5) "California Spanish Language Data Base" (Roberto Cabello-Argandona); and (6) "Children's Literature in Spanish--Developing Public Library Collections" (Mary Frances Johnson). Minutes from the following roundtables are included: Library Service to Spanish-Speaking Children; Outreach Services to the Hispanic Community; Library Automation; and Academic Libraries. A conference evaluation and a list of conference participants are included. (THC)

ED 264 911 JC 860 031

Puyear, Donald E., Ed.; Vaughan, George V., Ed.
Maintaining Institutional Integrity. New Directions for Community Colleges, Number 52.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-87589-742-8
PUB DATE- Dec 85
NOTE- 112p.
CONTRACT- 400-83-0030
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($9.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; *College Administration; *College Role; *Community Colleges; *Educational Change; *Educational Quality; Faculty Development; Institutional Autonomy; Part Time Faculty; School Effectiveness; State Colleges; State School District Relationship; Two Year Colleges

This collection of articles addresses ways in which community colleges can maintain institutional integrity while at the same time adapting the colleges' mission to a changing environment. The following articles are included: (1) "The Search for Mission and Integrity: A Retrospective View," by Jennings L. Wagoner, Jr.; (2) "Maintaining Open Access and Comprehensiveness," by George B. Vaughan; (3) "General Threats to Institutional Integrity," by Gordon K. Davies; (4) "Part-Time Faculty: Integrity and Integration," by Judith L. McGaughey; (5) "Maintaining Faculty Vitality," by Thelma C. Altshuler and Suzanne L. Richter; (6) "Maintaining Integrity in a State System," by Donald E. Puyear; and (7) "Sources and Information: Maintaining Institutional Integrity," by Jim Palmer and Diane Zwemer. (LAL)

Catalog of Exemplary Projects: 1984-85.

Virginia Community Coll. System, Sterling. Inst. for Instructional Excellence.

SPONS. AGENCY- Virginia State Council of Higher Education, Richmond.
PUB DATE- 85
NOTE- 45p.
AVAILABLE FROM- Virginia Community College Institute for Instructional Excellence, Northern Virginia Community College, Loudoun Campus, 1000 Byrd Highway, Sterling, VA 22170 (Free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Creative Teaching; English Instruction; *Experimental Teaching; Individualized Instruction; *Instructional Innovation; Program Descriptions; Science Instruction; Second Language Instruction; State Programs; *Teaching Methods; Two Year Colleges

This compilation of abstracts represents 39 projects that were funded by the State Council of Higher Education for Virginia under Adapter Grants (which involve experimentation with instructional methods or techniques) or Developer Grants (which involve the implementation of a uniquely innovative teaching method or other instructional procedure). These abstracts represent a wide variety of disciplines including art, mathematics, education, psychology, nursing, English, English as a second language, technical writing, chemistry, biology, and history. Among the instructional methods represented are clinical simulations, the instructional management model, a verbal expression laboratory, computer-based approaches, individualized instruction, coordinated internships, workshops, distance learning, self-paced instruction, writing-across the curriculum, and mastery instructional systems. (EJV)

ED 264 954 PS 015 537

Pfannenstiel, Judy C.; Seltzer, Dianne A.
New Parents as Teachers Project. Evaluation Report and Executive Evaluation Summary.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- 85
NOTE- 73p.
AVAILABLE FROM- Early Childhood Education Section, Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102 ($20.00, make checks payable to Early Childhood Education; one copy free of charge to Missouri public school districts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; Child Rearing; Demonstration Programs; Early Childhood Education; Evaluation Methods; Family School Relationship; Infants; Intervention; *Parent Child Relationship; *Parent Education; Parenting Skills; Program Effectiveness; *Program Evaluation; *State Programs; Toddlers
IDENTIFIERS- Missouri; *Parent as a Teacher

Organized in 1981 by the Missouri Department of Elementary and Secondary Education, the "New Parents as Teachers" (NPAT) program was initiated to demonstrate the value of early, high quality parent education. More specifically, the NPAT program provides age-appropriate information on children's development; helps parents increase their skills as observers of their child; and provides guidance in promoting the child's intellectual, language, social, and motor skills development. The NPAT project was initiated during the 1981-82 school year in four Missouri school districts. The project provided first-time parents and their children with a variety of services from the third trimester of pregnancy until the children were three years of age. To provide useful information to others contemplating implementation of similar programs and to improve the quality and effectiveness of the NPAT program itself, program designers specified that the program should be evaluated during the third year of program operation: the results of that evaluation effort are the subject of this report. Areas covered in this evaluaton report include the following: design of the NPAT evaluation; results of the evaluation as demonstrated in children, parents, and NPAT staff; and a summary of the findings. Appendices provide testing details and specific results of the evaluation methods used. A separate, brief executive evaluation summary provides an overview of the entire project. (DST)

ED 265 054 SE 046 355

U.S.-Soviet Cooperation in Space. A Technical Memorandum.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-TM-STI-27
PUB DATE- Jul 85
NOTE- 117p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Programs; *Foreign Policy; *International Cooperation; National Security; Policy; *Space Exploration; *Space Sciences
IDENTIFIERS- *France; *USSR

This report consists of an executive summary and five chapters. Chapter 1, an introduction, discusses the potential advantages and disadvantages of cooperation in space. Chapter 2 outlines the history of United States-Soviet cooperation in space, and the policy debates which have taken place in the U.S. since the beginning of the space age. It focuses on lateral intergovernmental U.S.-Soviet space cooperation, as a background to analyzing policy issues facing Congress today and the kinds of questions these may suggest for the future. Chapter 3 (based on a 1984 workshop of space scientists) identifies some potential areas for expanded U.S.-Soviet cooperation in the space sciences. Chapters 4 and 5 combine this historical and scientific background with the complex array of foreign policy and national security issues which lie at the heart of any U.S.-Soviet cooperative activity in space. Chapter 4 focuses on French policies, since, of all the Western countries, France has had the most extensive and long-term space cooperations with the USSR, and has tended to approach space cooperation with the Soviets in ways quite different from those of the United States. Chapter 5 examines all of these issues as they face U.S. policymakers today. (Supporting documentation, including the text of Public Law 98-562, is included in three appendices.) (JN)

ED 265 134 SP 027 017

Webster, Loraine; Wood, Robert W.

Attitudes of South Dakota Teachers toward the Public Schools.

PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Educational Objectives; *Educational Quality; Elementary Secondary Education; Faculty Mobility; Job Satisfaction; *Public Schools; School Community Relationship; *Teacher Attitudes
IDENTIFIERS- *South Dakota

Results are presented of a survey questionnaire based on the 1984 Gallup Poll of Teachers' Attitudes Toward the Public Schools but adapted to solicit the opinions of K-12 public school teachers in South Dakota about South Dakota public schools. Responses were received from 60 percent of the 500 teachers surveyed. Question topics included: (1) overall quality of the schools; (2) recruitment and retention of teachers; (3) reasons for leaving the classroom; (4) public school problems in the community; (5) school problems; (6) reasons for discipline problems; (7) academic standards; (8) teacher unions and associations; (9) required subjects for college-bound students; (10) required subjects for non-college-bound students; (11) external influences on the public schools; and (12) goals of education. Responses are presented in tabular format with narrative commentary. Findings of the study are summarized. (JD)

ED 264 779 HE 018 953

Horowitz, Helen Lefkowitz
Alma Mater: Design and Experience in the Women's Colleges from Their Nineteenth-Century Beginnings to the 1930s.
REPORT NO.- ISBN-0-394-53439-5
PUB DATE- 84
NOTE- 420p.
AVAILABLE FROM- Alfred A. Knopf, Inc., 201 East 50th Street, New York, NY ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- College Faculty; *College Role; College Students; *Educational Facilities Design; *Educational History; Higher Education; Liberal Arts; Private Colleges; Sex Role; *Single Sex Colleges; Small Colleges; *Womens Education
IDENTIFIERS- Barnard College NY; Bennington College VT; Bryn Mawr College PA; Mount Holyoke College MA; Radcliffe College MA; Sarah Lawrence College NY; Scripps College CA; *Seven Sisters Colleges; Smith College MA; Vassar College NY; Wellesley College MA

The creation and development of 10 women's colleges are discussed: Mount Holyoke, Vassar, Wellesley, Smith, Radcliffe, Bryn Mawr, and Barnard (the Seven Sisters colleges), and Sarah Lawrence, Bennington, and Scripps. Consideration is given to: how each of these colleges offered to women an education equal to that offered by the best men's colleges; how they drew on an understanding of predecessors' successes and failures; how this understanding affected the colleges' initial design; and how the plan for each campus reflected the changes in attitudes, hopes, and fears that accompanied the bold act of offering higher learning to women. While the colleges extended to women the skills and culture previously reserved for men, they did so in a setting designed to keep students virtuous and to protect their femininity. Students, however, broke with the common notions of femininity of their era, and women faculty members threw off the restraints they had known as seminary teachers and began to enjoy autonomy in both their professional and private lives. Responses to changes by the Seven Sisters colleges included raising standards, reorganizing administrations and policies, erecting new buildings, and as a group, developing a common conception of their design and purpose. (Author/SW)

ED 264 898 JC 850 335

Mancuso-Edwards, Flora
The Myth of Social Equalization: Hispanics and Higher Education.
PUB DATE- 29 Nov 83
NOTE- 11p.; Paper presented at the Puerto Rican Family Institute's Forum on the Rights of the Puerto Rican Migrant Family (November 29, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; Access to Education; College Choice; Community Colleges; Educational Change; Educational Economics; Educational Opportunities; Educational Responsibility; *Educational Trends; Enrollment Trends; *Equal Education; Higher Education; *Hispanic Americans; Immigrants; Majors (Students); Relevance (Education); School Holding Power; Social Mobility; Student Attrition; Student Needs; Two Year Colleges

There is a popular and pervasive myth that higher education has been a potent social equalizer and great enfranchising vehicle for immigrants to the United States. Historic facts place the vast majority of yesterday's immigrants behind pushcarts or alongside mass production lines, waiting two or three generations before benefiting from the fruits of the U.S. educational system. Today's immigrants, who in New York City are largely Hispanic, find a different society--highly competitive, technological, trading on ideas, skills, and professional expertise. For them, problems such as linguistic isolation, lack of proper education, and lack of technical training lead to semi-skilled and unskilled jobs, providing neither room for upward mobility nor employment stability. The economic viability of minority youth and adults depends upon the success of the educational system. Graduation and retention rates, as well as trends in attendance choice and program interest, cast doubts about the success of the educational enterprise, and raise a number of serious programmatic issues, including the following: (1) to increase the pool of college-eligible minority students, college and high school faculty must collaborate to strengthen the English, math, and science components of the high school curriculum; (2) college adapter programs for out-of-school youth should be combined with effective career planning and education; and (3) colleges must reexamine recruitment strategies and the use of the Scholastic Aptitude Test for students for whom English is neither a dominant nor a first language. The average minority student has little chance of graduating in the absence of total institutional commitment to retention. It is not sufficient for higher education to admit students within its ivy walls; if the student is to succeed, the school must adapt to his/her needs. (EJV)

ED 264 998 RC 015 567

Young, Raymond J.; And Others
Possibilities for Cooperation: Whitman County Nine School District Study by Citizen Work/Study Committee.
Washington State Univ., Pullman. Coll. of Education.
SPONS. AGENCY- Washington State Legislature, Olympia.
PUB DATE- May 85
NOTE- 236p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Ancillary School Services; Citizen Participation; Community Characteristics; *Comparative Analysis; *Cooperative Programs; County School Districts; Curriculum; Demography; Educational Administration; *Educational Cooperation; Educational Finance; *Educational Planning; Elementary Secondary Education; Feasibility Studies; Models; Parent Attitudes; Rural Areas; *Rural Education; School Surveys; Shared Facilities; Shared Services; *Small Schools; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Washington (Whitman County)

An exemplary $20,000 study, funded by the Washington state legislature in 1985, permitted nine small rural farm-oriented school districts in Whitman County to determine the need for and possible options of collaboration and cooperation. The study embodied major components that could serve as a model for similar planning efforts. The study was conducted by four nine-person citizen advisory sub-committees--each assisted by a Washington State University consultant--and a Technical Advisory Committee composed of the nine district superintendents. One sub-committee considered historical community background and physical, sociological, economic, and social characteristics. Another sub-committee assessed youth aspirations and educational intentions by surveying high school seniors. The third sub-committee examined existing school programs (credit and extracurricular), educational services (guidance and counseling, library, special programs), and support services (custodial, secretarial, administrative, and transportation) by surveying parents of fifth graders, 1981 and 1982 graduates, teachers, and administrators. The fourth sub-committee focused on finance and administrative services including space utilization, enrollment projections, transportation, and interdistrict cooperation. Sub-committees, administrators, faculty, and consultants then identified advantages and disadvantages of 14 alternative options for multi-district cooperative arrangements which emerged during the study. Options considered sharing staff, students, busing, and facilities; centralizing or diffusing academic/skills and instructional materials centers; and supporting a joint communication system. (NEC)

ED 265 024 SE 046 324

Secondary Science: Alaska Curriculum Guide. First Edition.
Alaska State Dept. of Education, Juneau.
PUB DATE- Aug 85
NOTE- 207p.; Support of the Model Curriculum Project was provided through a special grant from ECIA Chapter II (Block Grant).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Biological Sciences; *Biology; *Chemistry; Earth Science; *General Science; Geology; Physical Sciences; *Physics; Science Education; Science Instruction; Secondary Education; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *Alaska

This curriculum guide lists science topics and concepts, learning outcomes, and sample learning objectives (in three columns) for these secondary school science courses in Alaska: (1) general science (grades 7-12); (2) life science (grades 7-12); (3) physical science (grades 7-12); (4) earth science (grades 8-10); (5) biology (grades 10-12); (6) chemistry (grades 10-12); (7) geology (grades 10-12); and (8) physics (grades 10-12). Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area. Learning outcomes, in the second column, describe, in general terms, the behaviors students are expected to demonstrate as a result of their learning experiences. These outcomes are the goals toward which student learning is directed. Sample learning objectives, shown in the third column, are indicators of student progress toward the stated goals. At least one sample learning objective is stated for each learning outcome. (JN)

AAZPA Annual Conference Proceedings (Columbus, Ohio, September 8-12, 1985).
American Association of Zoological Parks and Aquariums, Wheeling, WV.
PUB DATE- Dec 85
NOTE- 716p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Animals; Conservation (Environment); Conservation Education; Educational Research; *Exhibits; Horticulture; Ichthyology; Marine Education; *Ornithology; Parks; Science Education; Trustees; *Wildlife Management; *Zoos
IDENTIFIERS- *Aquariums; Birds; Fishes; *Mammals

Papers presented at the 1985 conference of the American Association of Zoological Parks and Aquariums (AAZPA) are provided in these proceedings. The papers are listed alphabetically by first author in the subject index (table of contents) under these headings: birds (seven papers); conservation and research (eight papers); education (14 papers); exhibit and design (15 papers); finance and marketing (9 papers); fish (two papers); graphics (four papers); herpetology (three papers); horticulture (five papers); mammals (22 papers); management (seven papers); trustees (three papers); and miscellaneous (four papers). In a separate section is a group of 20 papers presented during poster sessions (and including only those papers submitted in sufficient detail) and an evaluation report of the First Special Coordinator and Studbook Keeper Workshop convened at the National Zoological Park's Front Royal facility during the summer of 1984. Black and white photographs and various graphs and tables are interspersed throughout the text. (JN)

ED 265 085 SO 016 603

Nelson, Jack L.
The Politics of Excellence. Draft.
PUB DATE- 1 Apr 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Racine, WI, June 5-7, 1985). For related papers, see SO 016 601-605.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; *Educational Policy; *Educational Trends; *Equal Education; Gifted; *Politics of Education; Teacher Improvement
IDENTIFIERS- *Excellence in Education; Fairness

The contemporary interest in the pursuit of excellence in education is derived from a long tradition of efforts to provide special schooling defined as excellent. In the current movement, excellence, though ambiguously defined and political in nature, denotes a necessary separation among people and in its subtle trappings of class, contains elitist goals for society and school. The expression of these hidden goals required means and indicators that were more politically acceptable. As with excellence, gifted and talented programs and teacher certification programs operate under vague and ambiguous guidelines. Test scores, used as the objectification of quality in gifted and talented programs, provide an insulation for dominant classes who produce and utilize them, and represent a public myth of fairness and objectivity consistent with Abner Cohen's mystique of elites presented in "The Politics of Elite Culture" (1981). Another manifestation of the excellence movement was the proclamation of current teachers as "non-excellent" and the search for a new set of teacher certification standards. The politics of excellence, using vague and confusing goals and means which convey a mystique, operates to obscure the direction of action being pursued in social and educational policy. Hence, the excellence movement in education appears to persuade the overclasses of their superiority and socially sanctioned ruling position. (LH)

ED 265 117 SP 026 879

Fox, Sandra M.; Singletary, Ted J.
Some Deductions about Induction.
PUB DATE- 6 Aug 85
NOTE- 27p.; Paper presented at the Association of Teacher Educators Summer Workshop (Wichita, KA, August, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Classroom Techniques; Higher Education; *Preservice Teacher Education; *Program Development; Self Evaluation (Individuals); *Seminars; *Student Teachers; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction
A description is given of a teacher induction seminar designed for preservice student teachers and required by the teacher training program at the University of Wisconsin-Parkside (Kenosha, Wisconsin). The seminar, called "Discipline and Classroom Management," focuses primarily on the assistance/support model of beginning teacher induction. The goals of the seminar are to: (1) develop a psychological support system for the new teachers, focusing on self-perception and attitudes likely to result in increasing commitment and retention; (2) assist the development of methods for solving problems, especially in the areas of classroom management and discipline; (3) help new teachers develop skills necessary to transfer pedagogic theories received in preservice courses into appropriate teaching practices; and (4) provide experiences that help develop professional attitudes and analytic and evaluation skills. This approach to the design and organization of induction seminars emphasizes reflection as a key to problem solving. The instructors act as facilitators in group situational analysis and as questioners to guide individuals toward self-evaluation. The seminar includes many small group activities that provide opportunities to apply analytic skills and discuss implications of theories and practices. Films on discipline and management practices are used, and additional perspectives on the role of teachers as professionals are provided by resource speakers. (JD)

ED 264 807 HE 018 989

Ludwig, Meredith; And Others
Student Charges at Public Institutions. Annual Survey, 1985-86.
American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.
REPORT NO.- ISBN-0-88044-116-X
PUB DATE- 19 Dec 85
NOTE- 73p.
AVAILABLE FROM- American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Comparative Analysis; Fees; Graduate Students; Higher Education; In State Students; Institutional Characteristics; *Land Grant Universities; *Noninstructional Student Costs; Out of State Students; School Surveys; *State Colleges; State Surveys; *Student Costs; *Tuition; Undergraduate Students
IDENTIFIERS- *College Costs; *Public Colleges

Data on 1985 costs for tuition, fees, room and board at 397 state colleges and universities are presented. The institutions are members of the American Association of State Colleges and Universities (AASCU) or the National Association of State Universities and Land Grant Colleges (NASULGC). Trends in charges are reported for the entire group of schools and for specific institutions. For resident and nonresident students, comparative data for 1984 and 1985 are provided for: average undergraduate charges; average room and board costs; and average charges for graduate students and students in first professional schools of law, medicine, dentistry, and veterinary medicine. A narrative summary of trends includes the following findings: in-state undergraduate students faced an average of $3,621 in tuition, fee, room and board costs in fall 1985, compared to $5,553 for out-of state undergraduates; tuition and fees for in-state undergraduates increased by 8%, compared to an 11% increase for out-of-state students; Texas recorded the largest student-charge hike (over 40%), while Oklahoma was the only state registering a decrease in student charges; in-state graduate students experienced a 7% increase in tuition and fees, while nonresident students faced a 10% increase. (SW)

ED 264 833 IR 011 917

Baggaley, Jon, Ed.; Janega, Patti, Ed.
Experimental Research in TV Instruction. Proceedings of an International Conference (4th, St. John's, Newfoundland, Canada, September 28-30, 1981). Volume 4.
SPONS. AGENCY- Memorial Univ., St. John's (Newfoundland).; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Sep 81
NOTE- 138p.; For related documents, see IR 011 916-918.
AVAILABLE FROM- J. Baggaley, Dept. of Education, Concordia University, H549-12, 1455 de Maisonneuve Blvd., Montreal, Quebec, Canada H3G 1M8 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; Audience Analysis; *Educational Television; *Evaluation Methods; Foreign Countries; Instructional Design; Mass Media Effects; Nontraditional Education; Production Techniques; *Programing (Broadcast); Research Methodology; *Television Research; *Television Viewing
IDENTIFIERS- Canada; *Instructional Effectiveness; South Africa; West Germany

An introduction by Jon Baggaley provides background information on this international conference and its participants, and introduces 10 papers which were presented. The papers are as follows: (1) "Teaching Production Research and Design: The Interface of Theory and Practice" (James M. Linton); (2) "The Impact of Television on Adolescents in South Africa" (D. P. van Vuuren); (3) "Why Teenagers Watch Television: Implications for ETV Production" (Gary M. Gould, Michael J. Holosko, and Jon P. Baggaley); (4) "The TV Ontario Academy: The Use of Television Broadcasting and Computer-Managed Learning for Adults" (Ignacy Waniewicz and Robert Tilroe); (5) "Evaluation of Television Formats and Viewing Behaviour" (Barry S. Green and James Matsui); (6) "Predicting Performer Effectiveness: Methodologies for TV Presenter Selection" (Gary Coldevin and Robert Bernard); (7) "Biometric Communication Research for Television" (M. S. Malik); (8) "Second Generation Electronic Testing Technology Applied to Television Evaluation" (Rand Nickerson); (9) "Formative Research in Rural Education" (Kirk Smith and Jon P. Baggaley); and (10) "Visual Biases in Television Campaign Coverage" (Hans Kepplinger and Wolfgang Donsbach). References are included for most of the papers and a list of conference participants is appended. (JB)

School District Planning. Grades 3-8. Computers in the Classroom. Instructional Microcomputer Project for Arkansas Classrooms.

Arkansas State Dept. of Education, Little Rock. Arkansas Commission on Microcomputer Instruction.

PUB DATE- 84
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; *Computer Assisted Instruction; Courseware; Elementary Education; Evaluation Criteria; Guidelines; Instructional Innovation; Language Arts; Learning Laboratories; Mathematics Education; *Microcomputers; *Program Implementation; Reading Instruction; School Districts; *State Programs; Teaching Methods
IDENTIFIERS- *Arkansas

This document provides guidelines for the preparation of school district plans for implementation of the microcomputer instructional programs recommended for Arkansas schools. Introductory materials include suggestions for school administration leadership activities in a microcomputer utilization plan, a message to the superintendent, and six recommendations from the Arkansas Commission on Microcomputer Instruction. The first of three major sections provides a brief description of the development, implementation, and evaluation of four programs in grades 4-6 in 22 school districts that involved 111 classroom teachers. Topics addressed include: computer assisted instruction (CAI); microcomputer basic skills laboratories; basic skills testing and prescriptive programs; basic skills mastery management systems; research related to the Instructional Microcomputer Project for Arkansas Classrooms (IMPAC); and on-site visitation programs. The second section presents guidelines for developing IMPAC approved programs, including suggestions for instructional utilization of computers and methods for incorporating computers into an instructional program. Three major CAI procedures used by teachers are analyzed, and courseware, hardware, facilities, electrical, and inservice needs of microcomputer programs are identified. The third section provides specific information on selected IMPAC activities and more generic information on: microcomputer cost effectiveness based on educational research; scheduling computer time; microcomputer instruction in a classroom versus a lab; selecting a microcomputer and peripherals; equipment bid specifications and maintenance agreements; classroom facilities; electrical requirements; inservice teacher programs; and microcomputer program costs. A list of courseware used in the IMPAC programs is included as well as a glossary of 36 computer terms. A list of references completes the document. (JB)

ED 264 858 IR 051 346

Medium-Term Programme, 1986-1991.

International Federation of Library Associations, The Hague (Netherlands).

REPORT NO.- ISBN-90-70916-05-3
PUB DATE- 85
NOTE- 70p.; Compiled by the Professional Board of the International Federation of Library Associations. This publication is available in French, German, Russian, and Spanish, as well as English.
AVAILABLE FROM- International Federation of Library Associations Headquarters, POB 95312, 2509 CH The Hague, Netherlands (40.00 guilder).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; Developing Nations; *International Cooperation; *International Organizations; International Programs; Libraries; *Library Associations; Library Education; *Long Range Planning; *Program Implementation
IDENTIFIERS- *International Federation of Library Associations

This long range plan for the International Federation of Library Associations (IFLA) defines the course this international organization will pursue between 1986 and 1991, both for its membership and in relation to organizations and institutions outside of IFLA. The first chapter briefly describes a number of features and issues important to the organization: core programs, library associations, education of librarians and information specialists, status of libraries, user education and research, handicapped users, problems of ethnic and linguistic minorities, special issues, publications, regional activities, and cooperation with other international organizations. The second chapter reflects the increase in the number of IFLA's Core Programmes from three to six and includes a description of each: Universal Bibliographic Control (UBC); Universal Availability of Publications (UAP); International MARC Programme (IMP); Preservation and Conservation (PAC); Transborder Data Flow (TDF); and Advancement of Librarianship in the Third World (ALP). Information on the activities of IFLA's professional groups (divisions, sections, and round tables) are outlined in Chapter 3. The professional objectives, aims, and goals of these groups vary from general aspects to specialized actions and include special projects and statements of a more generalized nature. The document also includes: a list of acronyms, a preface, an introduction, a discussion of the organization of IFLA, a subject index of IFLA's professional activities, and an organization chart. (THC)

ED 264 939 PS 015 490

Foster Care, Adoption Assistance, and Child Welfare Services under the Social Security Act. Staff Data and Materials. 99th Congress, 1st Session.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

REPORT NO.- Senate-Prt-99-58
PUB DATE- Jun 85
NOTE- 64p.; Document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adoption; Background; *Child Welfare; Federal Aid; *Federal Legislation; *Federal Programs; *Foster Care; Tables (Data); *Welfare Services
IDENTIFIERS- Adoption Assistance; Adoption Assistance and Child Welfare Act 1980; *Aid to Families with Dependent Children; *Social Security Act Title IV A; Social Security Act Title IV E

Legislation has been proposed by the Administration to revise the Aid to Families with Dependent Children (AFDC) foster care program. This committee print provides background information on the AFDC foster care program under Title IV-A (from 1962-1980); discusses the changes made in the program since the passage of the Adoption Assistance and Child Welfare Act of 1980 (P.L. 96-272) which transferred AFDC foster care to a new title (IV-E) and created the adoption assistance program; and describes proposals in the 99th Congress to modify the program. Appended are excerpts from the Social Security Act--Part B, Child Welfare Services, and Part E, Federal Payments for Foster Care and Adoption Assistance. (RH)

ED 264 969 PS 015 574

Child Abuse and Day Care. Joint Hearing before the Subcommittee on Oversight of the Committee on Ways and Means and Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

PUB DATE- 17 Sep 84

NOTE- 207p.; Document contains small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($4.50; Stock No. 052-070-06003-4).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Agency Cooperation; Block Grants; *Child Abuse; Coordination; *Day Care Centers; Early Childhood Education; *Federal Government; *Government Role; Hearings; *Intervention; *Prevention; Standards; State Programs

IDENTIFIERS- Congress 98th

This hearing sought answers to two questions about child abuse in day care centers: (1) how can the Federal Government help States develop standards and procedures that will minimize the possibility of further incidents of abuse; and (2) how can prompt, coordinated, and effective action be assured when such incidents do occur? Attention is also given as to whether the transformation of the Title XX program into a block grant lessened Federal ability to ensure quality day care and whether the Reagan cuts in the Title XX budget have affected the ability of the States to provide the kind of social services that help day care providers spot all varieties of childhood troubles, including that of abuse. Other issues examined include specific proposals to prevent further incidents of abuse; the possibility of requiring criminal background checks of potential day care employees; how State licensing and contracting procedures may be used to prevent such incidents; and ways in which States can develop methods of coordinating the response of all the agencies responsible once an incident has been reported. Witnesses represented a broad range of expertise in child care, including experts in child development and witnesses familiar with the day care system as a whole. Testimony was provided, too, by State administrators responsible for the licensing and contracting of day care. Included in the text are the National Child Protection Act (H.R. 6207) and the Children's Defense Act of 1984 (H.R. 5486). (RH)

Project Yaqui: An Environmentally Based Program for Young Native American Handicapped Children Demonstration Model, Fiscal Years 1981-1984. Final Report.

Pascua Yaqui Tribal Council, Tucson, AZ.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 1 Aug 84
NOTE- 586p.; Appendix 3 is not available from ERIC. Some pages may not reproduce well due to marginal legibility.
GRANT- G008100175
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; Child Development; *Cognitive Development; Community Involvement; Delivery Systems; *Developmental Disabilities; Educational Assessment; Infants; Instructional Materials; Parent Child Relationship; Parent Participation; Preschool Education; Pretests Posttests; Program Descriptions; Program Effectiveness; Rehabilitation Programs; Toddlers
IDENTIFIERS- Culture Based Curriculum; *Early Intervention Programs; Handicapped Childrens Early Education Program; *Yaqui (Tribe)

Project Yaqui is a model program to identify and provide intervention for handicapped Native American preschool children. Founded on acceptance of the cultural rules and expectations of the tribal community, the project has five major program components: (1) direct service to children; (2) parent, family, and community involvement; (3) interagency cooperation; (4) development of culturally and linguistically appropriate procedures and materials; and (5) staff training and technical assistance. This report for fiscal years 1981-84 includes program philosophy and rationale, numerous measures of the effectiveness of major program components, budget analyses, and a summary of program dissemination activities. Extensive, detailed information is included in pre- and posttesting and developmental progress of children in the two direct service programs--a preschool for 3-5 year olds and a parent-child program for 1- and 2-year-olds. The child development assessment tools include forms in Spanish and Yaqui. Appendix 1 includes the daily schedule for the preschool, the needs assessment form for parents and families of handicapped children and copies of the record forms for individual children. Appendix 2 contains culturally based curriculum materials that include numerous pictures identified with the Yaqui culture. (JHZ)

ED 265 071 SE 046 372

Moody, Charles D.; Linn, Eleanor
Fostering Sex Equity in Math.
Michigan Univ., Ann Arbor. Center for Sex Equity in Schools.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; *Learning Activities; Literature Reviews; *Mathematics Education; *Mathematics Instruction; Sex Differences; *Sex Fairness; Sex Role
IDENTIFIERS- Mathematics Education Research

The role of mathematics as a critical determiner of employment is noted, and the "significant absence of women and minority students in mathematics classes" is given attention. The need to gain competence in mathematics skills and confidence in mathematical abilities calls for programs to increase student participation, motivation, and achievement. A form for collecting information on school mathematics enrollment is given, followed by a form to aid in advising students on mathematics course selection. Then research related to girls and mathematics is summarized, categorized by the three domains of socialization--perceptual, physical, and social--with special attention to peer group factors, family factors, the usefulness of mathematics, and attributional style. Suggestions for marketing mathematics courses with equity in mind are discussed, with comments on the key to marketing, price, and place. Instructional strategies for fostering girls in mathematics are presented, focusing on awareness activities, instructional climate, curriculum content, and the usefulness of mathematics role models. Ways to establish support groups for girls in mathematics, science, and computers are then listed. Finally, a checklist to assist school districts in assessing mathematics and science enrollment in terms of gender fairness is included. Recommended resources are also given. (MNS)

Doll, Ronald C.
Supervision for Staff Development: Ideas and Application.
REPORT NO.- ISBN-0-205-07854-0
PUB DATE- 83
NOTE- 399p.
AVAILABLE FROM- Allyn and Bacon, Inc., Link Drive, Rockleigh, NJ 07647 ($32.85).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142) Books (010)
DESCRIPTORS- *Staff Development; *Supervisory Methods; Teacher Effectiveness; Teacher Improvement; *Teacher Supervision

The fundamental purpose of educational supervision is to increase the confidence and improve the competence of teachers. This book is a guide for supervisors and teachers in the training and development of teaching staffs in school systems; it also serves as an informal text for use in college and university systems. The book offers opportunities for putting the thinking about supervision into practice. Expository material is followed by practical exercises related to each major chapter section. Chapter headings are: (1) Educational Supervision: From Inspection toward Vitalization; (2) The Seedbed of Supervision: People and Setting; (3) Directing Supervision toward Staff Development; (4) Change, the Medium of Supervision for Staff Development; (5) Strategies Used in Supervising for Staff Development; (6) Supervisory Actions That Contribute to Staff Development; (7) Stimulating and Rewarding Able Teachers; (8) Utilizing and Redirecting the Abilities of Less-Than-Able Teachers; (9) Communication and Coordination: Twin Resources for Supervisors; and (10) Evaluating Programs of Supervision. (JD)

ED 265 151 SP 027 127

Stolworthy, Reed L.
Teacher Education Follow-Up Study of First Year Teachers.
PUB DATE- 28 Dec 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Followup Studies; Higher Education; Preservice Teacher Education; *Program Evaluation; *Self Evaluation (Individuals); Student Teachers

This follow-up study of potential first year teachers involved a population of 39 undergraduates certified to teach by Washburn University (Topeka, Kansas) during the spring semester of 1984. Data were obtained relative to the undergraduates' status in teaching during the 1984-85 academic school year, and concerning each individual's self-evaluation regarding 25 selected competencies related to the teaching-learning process. The data obtained from the first year teachers were also compared to their own self-evaluations obtained in regard to the same 25 competencies while they were serving as student teachers during the spring of 1984. In addition, the student teaching evaluations completed during the spring of 1984 by the undergraduates' cooperating teachers and university supervisors were included. Further, the principal who observed the undergraduate as a first year teacher was also involved in the study by assessing the readiness of the undergraduate for assuming teaching responsibility relative to the specified competencies. Tables illustrate findings relative to the application of all the instruments to all of the individuals in the study. A summary of conclusions is included. (JD)

ED 265 166 TM 850 501

Yap, Kueh Chin; Capie, William

The Influence of Same Day or Separate Day Observations on the Reliability of Assessment Data.

PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Classroom Observation Techniques; Data Collection; Elementary Secondary Education; Field Tests; *Generalizability Theory; Interrater Reliability; Teacher Behavior; *Teacher Evaluation; *Test Reliability; True Scores
IDENTIFIERS- *Teacher Performance Assessment Instruments

The purpose of this study was to compare the relative magnitude of the variance components and generalizability coefficients derived from the Teacher Performance Assessment Instruments (TPAI) data using two different methods of data collection: (1) occasions when observers were in the classroom for simultaneous observation and (2) occasions when the observers made independent observations. The two data sets used in the analysis were collected as part of the field testing of the revised TPAI, and they consisted of two different sets of observations of 23 teachers. One set consisted of observations by two different observers present in the teachers' classrooms on the same day; the other set consisted of observations of these same teachers by two different observers on different days. Observations from each of these data sets were scored using the criteria anticipated when the instruments are used in certification, including the use of essential descriptors. Satisfactory values for the generalizability coefficient were obtained when two observers visited the classroom on separate days, but a single day of observation did not provide sufficiently reliable data to differentiate teachers. (LMO)

ED 264 793 HE 018 975

Land, Warren A.; And Others

Attitudes of the Faculty/Staff and Students toward the Educational Media Center.

PUB DATE- 85
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *College Libraries; College Students; Comparative Analysis; Evaluation; Higher Education; Institutional Research; *Learning Resources Centers; Media Specialists; Questionnaires; Schools of Education; State Universities; *Student Attitudes; *Teacher Attitudes; *Use Studies
IDENTIFIERS- *Mississippi State University

Attitudes of the faculty/staff and students toward the Educational Media Center and its personnel at the College of Education at Mississippi State University were investigated in 1985. Faculty and student attitudes were compared, along with the attitudes of frequent and less frequent users. A total of 162 responses to the Educational Media Center Questionnaire were completed. Respondents indicated their views about the eight purposes of the center, the extent of availability of services, and the condition/quality of the services. Positive attitudes were exhibited toward all the services and personnel of the Educational Media Center. The faculty/staff exhibited significantly more positive attitudes than the students on three of the four attitudinal measures. The more frequent users exhibited significantly more positive attitudes than did the less frequent users toward the services. Lack of equipment, material, and personnel were of some concern, but more frequent users of the center seemed aware of these problems and felt that as much as possible was being done in an effective manner. The purpose of the center that was most highly approved by respondents was that of providing opportunities to check out audiovisual equipment for use in the classroom. The questionnaire is appended. (SW)

ED 265 100 SP 026 693

Zeigler, Earle F.
Undergraduate Professional Preparation in Physical Education from 1960 to the Present.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; Higher Education; *Physical Education Teachers; *Preservice Teacher Education; Social Change; *Social Influences; Student Needs; *Teacher Education Curriculum; *Teaching Methods

An outline is presented of the factors that had an impact upon the training of physical education teachers from 1960 to the present. The overview of each decade offers a listing of influences on teacher preparation in the areas of social changes and upheavals, the professional curriculum, and instructional methodology, as well as other broad changes in action or attitudes in the United States. Recommendations are made on meeting the greatest needs in professional preparation of physical education teachers in the future. (JD)

Douglas, Joel M., Ed.
"Yeshivawatch"--Year Six.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Dec 85
NOTE- 10p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education, Baruch College, 17 Lexington Avenue, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; *Collective Bargaining; *College Faculty; *Court Litigation; Employment Practices; Faculty College Relationship; Higher Education; *Personnel Policy; Private Colleges; Teacher Responsibility; *Unions
IDENTIFIERS- *National Labor Relations Board v Yeshiva Univ; Yeshiva University NY

New court decisions that have claims like those of the National Labor Relations Board (NLRB) versus Yeshiva University case are described, along with the impact of the Yeshiva decision. Information on 1985 work stoppages is also provided. In addition to abstracts of the recent decisions regarding Cooper Union and Lewis University, findings are described of the 1984 NLRB case in Universidad Central de Bayamon. Nearly 6 years ago, the U.S. Supreme Court ruled that Yeshiva faculty were managers and as such were not entitled to bargain under the protection of the National Labor Relations Act. During this time period, there have been about 55 Yeshiva-like claims that have resulted in, for the most part, an upholding and reiteration of the "Yeshiva doctrine." One reason for a recent reduction of Yeshiva litigation is that many in the academic collective bargaining community view the Yeshiva case as moot. In addition, Yeshiva has virtually brought about a complete halt in union organizing at private colleges and universities. Thus far, attempts to extend Yeshiva into the public sector have been minimal. A calendar showing the current status of each Yeshiva claim is included. A subject index to newsletter volumes 12-13 is also presented. (SW)

ED 264 871 IR 051 368

Strauss, Diane; And Others

Report of the Task Force on Machine-Readable Data Files.

North Carolina Univ., Chapel Hill. Library.

PUB DATE- 3 Oct 85
NOTE- 157p.; Report of the University of North Carolina at Chapel Hill Academic Affairs Library Task Force on Machine-Readable Data Files.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Databases; Higher Education; Information Science; *Information Storage; *Library Collection Development; Library Materials; Library Planning; *Library Services; Position Papers
IDENTIFIERS- *Machine Readable Data Files; *University of North Carolina Chapel Hill

This report reviews machine-readable information storage technology as of fall 1985, describes its use at certain academic libraries, and makes recommendations for its implementation at the University of North Carolina at Chapel Hill. Focus is on data disks (reference and research materials) rather than on program disks, and suggestions are made for the selection, acquisition, processing, and cataloging of these materials. Also discussed are proposed sites for a machine-readable data file unit within the library and the staffing and service levels that should be provided. Appendices include proposed collection development policies for the University of North Carolina at Chapel Hill and the University of Michigan, summaries of interviews with academic librarians and producers of databases on compact disks, annotated lists of instructional and data disks, and a seven-page bibliography of recommended readings. (Author/THC)

ED 264 886 IR 051 396

Ruby, Carmela
International Information and the Public.
PUB DATE- 28 Jun 85
NOTE- 6p.; Paper presented at the World Conference on Continuing Education for the Library and Information Professions (Chicago, IL, August 13-17, 1985)--IFLA Pre-conference.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; Cross Cultural Studies; *Information Dissemination; *International Cooperation; *International Educational Exchange; International Programs; *Library Education; Position Papers; *Public Libraries; Regional Characteristics

Addressed primarily to library educators and to public librarians who have responsibility for disseminating general information to the public, this paper proposes to make a link between the absence of general lifelong learning about Pacific Rim countries among the general public, and the congruent requirement which that absence implies for the training of library professionals. The Pacific Rim includes the more than 30 nations that border the Pacific including Latin America, the United States, Canada, the Union of Soviet Socialist Republics, many Asian nations, Australia, and the Pacific islands. Issues related to international or transborder flow of information as related to technological and political problems and constraints on governments and the private sector are important, but the focus of this paper is on a simpler task: determining how ordinary individuals in all Pacific Rim countries may become better informed in general terms about each other. It is suggested that public librarians (and library schools which educate future staff members) should: develop broader general collection development policies; seize opportunities to develop collaboration between international and regional groups outside the library profession (e.g., the Pacific Telecommunications Council and the Pacific Alliance for Educators); seek sponsorship for an increase in international internships; identify and use others' systems and programs that are appropriate for specific populations; and regularize gift exchanges and technological sharing. (THC)

ED 264 912 JC 860 032

Moody, George V.; And Others
Missississippi Public Junior Colleges Statistical Data, 1984-85.
Mississippi State Dept. of Education, Jackson. Bureau of Junior Colleges.
PUB DATE- 85
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Ancillary School Services; Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment; Expenditures; Income; *Institutional Characteristics; Salaries; *School Personnel; State Aid; State Surveys; *Student Characteristics; Student Costs; *Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Mississippi; Public Colleges

Statistical data for Mississippi's 15 public junior colleges are presented in this document, providing information on enrollments, degrees and certificates awarded, revenues, expenditures, academic salary ranges, learning resources, transportation services, dormitory utilization, and auxiliary enterprises in 1984-85. Introductory remarks and the Board of Trustees' meeting schedule are followed by tables showing: (1) full-/part-time and day/evening enrollments by class and sex, and by district; (2) enrollment data for adult basic education, vocational secondary, and "other" programs; and (3) a summary of degrees and certificates awarded by each campus. Tables focusing on income and expenditures indicate sources of revenue, student fees and charges, tax support, and educational and general expenditures. The final tables present faculty salary schedules; information on staffing and collections at learning resources centers; data on the provision and utilization of transportation services and dormitories; and information on revenues and expenditures of auxiliary enterprises, including food services, housing, and stores. (EJV)

Databook: Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Jan 86
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Degrees (Academic); Demography; Educational Certificates; Educational Facilities; *Educational Finance; *Educational Trends; *Enrollment; Enrollment Trends; Expenditures; Income; School Personnel; State Surveys; Statistical Data; *Student Financial Aid; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Maryland

Designed to provide information about the current status and future direction of Maryland's community college system, this report offers a summary and overview of all aspects of community college functioning in the state. Section I provides an organizational chart of higher education in Maryland; and data on undergraduate credit enrollments, and births and high school graduation rates. Section II provides data tables covering: 1985 credit enrollment by program area, student status, race, and residence; state-funded credit and equated credit full-time equivalent (FTE) enrollment, 1981-1985; state-funded continuing education course enrollment, 1982-1985; FTE enrollment for state aid; and FTE students, registrations, and courses in non-state funded continuing education. Section III looks at student financial support in terms of dollar amount, type of support, and type of institution. Section IV provides tables and graphs showing degrees and certificates awarded, focusing on characteristics of recipients, types of degrees awarded, and trends. Revenue and expenditure data are presented in section V, broken down into cost of administering state aid, unrestricted revenues by source, contributions, and net cost per FTE. After section VI offers data on administrator and faculty salaries and fringe benefits, section VII provides information on physical facilities, space utilization, and capital construction state bond authorizations. Finally, section VIII presents tables showing tuition per 15-week term, 1986; and student-faculty ratio, 1981-1985; along with an organizational chart for the Maryland State Board for Community Colleges and a map of the state. (LAL)

ED 264 955 PS 015 538

Residential Care: Patterns of Child Placement in Three States. Report to the Honorable George Miller, Chairman, Select Committee on Children, Youth, and Families, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/PEMD-85-2
PUB DATE- 28 Jun 85
NOTE- 107p.; For a related document, see PS 015 539. Photographs may not reproduce well.
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Blacks; Case Records; Children; *Facilities; Family Involvement; *Government Role; Individual Characteristics; Placement; Private Agencies; Public Agencies; *Residential Care; State Surveys; Whites
IDENTIFIERS- *Child Placement; Florida; New Jersey; Wisconsin

Four aspects of 478 residential care facilities for children and youth in Flordia, Wisconsin, and New Jersey were examined. In addition, GAO looked at records of 539 children to illuminate the issue of how individuals are placed in residential care. Aspects examined were: (1) characteristics of residential facilities; (2) funding sources for these facilities; (3) types of children served by the facilities and their characteristics; and (4) factors influencing the placement process by which children reach residential care. To conduct the investigation, a method called Program Operations and Delivery of Services Examination (PODSE), which provides a "snapshot" of program operations at one point in time, was used. All residential care facilities providing services to children in the three states were surveyed by mail; case records on 539 children in residential care across the three states were reviewed. Findings indicated that children with higher levels of previous residential care, Medicaid eligibility, or histories of abuse or criminality tended to have government agencies involved in their placements; children with fewer of these characteristics were more likely to be placed without such involvement. Children whose families had private medical insurance were more likely to be placed without government involvement than were other children. White children were more likely to be placed in privately operated facilities than were nonwhite children, who, more typically, were placed in public facilities. (RH)

ED 265 011 SE 046 293

Pedersen, Katherine; And Others
Affective and Cognitive Mathematics Related Variables: A Longitudinal Study.
Southern Illinois Univ., Carbondale.
PUB DATE- Sep 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Attitude Change; Careers; Junior High Schools; Longitudinal Studies; *Mathematics Achievement; Mathematics Education; *Parent Attitudes; Predictor Variables; *Secondary School Mathematics; Sex Differences; *Student Attitudes; Student Interests
IDENTIFIERS- *Illinois; *Mathematics Education Research

During the 1978-1979 academic year, seventh- and eighth-grade students at 13 junior high schools in Southern Illinois participated in a study which provided data on mathematics achievement, student career interests, and parent attitudes toward their children as learners of mathematics. During the 1982-1983 academic year, these students (N=415; 196 females and 219 males) participated as twelfth-graders in a follow-up study. Data were collected on their attitudes toward mathematics, career interests, selection of a computer course during high school, highest level of mathematics course successfully completed or completing, and their academic plans. This report contains the results of the follow-up study. Specific areas addressed include: frequency distribution by sex and by eighth-grade mathematics achievement scores of student continuation in the mathematics study sequence; continuance in the mathematics study sequence as related to attitudes toward mathematics and student career interests; to what extent cognitive and affective mathematics-related variables measured at grade 8 serve as predictors of continuation in the mathematics study sequence; the effect of parent attitudes toward mathematics on continuation in the mathematics study sequence; changes in attitudes toward mathematics from grade 8 to grade 12; career interests in grade 8; and relationships between mathematics-related variables and computer course participation. Based on the results of this research, it is recommended that efforts to increase student continuation in the mathematics study sequence should include the participation of teachers, administrators, counselors, parents and students since parents, teachers, and counselors play an important role in shaping student attitudes toward mathematics. An extensive bibliography concludes the document. (JN)

Elementary Science: Alaska Curriculum Guide. First Edition.
Alaska State Dept. of Education, Juneau.
PUB DATE- Aug 85
NOTE- 91p.; Support of the Model Curriculum Project was provided through a special grant from ECIA Chapter II (Block Grant).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Biological Sciences; *Earth Science; Elementary Education; *Elementary School Science; *Physical Sciences; Problem Solving; *Process Education; Science Careers; Science Education; Science Instruction; State Curriculum Guides; Technology
IDENTIFIERS- *Alaska; Science and Society

This curriculum guide lists science topics and concepts, learning outcomes, and sample learning objectives (in three columns), separately for grades 1-3 and for grades 4-6. Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area. These topics/concepts areas include: scientific processes (observing, classifying, using numbers, communicating, measuring, predicting, using space-time relationships, hypothesizing, and others); biological science; physical science; earth/space science; problem-solving and decision-making; science careers; science, technology, and society; science attitudes; cultural and historical context of science; and people and their environment. Learning outcomes, in the second column, describe, in general terms, the behaviors students are expected to demonstrate as a result of their learning experiences. These outcomes are the goals toward which student learning is directed. Sample learning objectives, shown in the third column, are indicators of student progress toward the stated goals. At least one sample learning objective is stated for each learning outcome. (JN)

ED 265 055 SE 046 356

New Electric Power Technologies: Problems and Prospects for the 1990s.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-E-246
PUB DATE- Jul 85
NOTE- 338p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alternative Energy Sources; Costs; *Electricity; *Energy; *Futures (of Society); Geothermal Energy; Government Role; Policy; *Power Technology; Research and Development; Solar Energy; Technological Advancement; Technology; *Utilities; Wind Energy

This report responds to a request from the House Committee on Science and Technology and its Subcommittee on Energy Development and Applications to analyze a range of new electric power generating, storage, and load management technologies. The Office of Technology Assessment (OTA) examined these technologies in terms of their current and expected cost and performance, potential contribution to new generating capacity, and interconnection with the electric utility grid. The study analyzes increased use of these technologies as one of a number of strategies by electric utilities to enhance flexibility in accommodating future uncertainties. The study also addresses the circumstances under which these technologies could play a significant role in the U.S. electric power supply in the 1990s. Finally, alternative federal policy initiatives for accelerating the commercialization of these technologies are examined. The study does not address the more traditional technologies of central station coal or nuclear, nor does it analyze advanced nuclear or combined-cycle systems and enhancements to pulverized coal plants such as supercritical boilers, limestone, injection, or advanced scrubber systems. In addition, more renewable technologies such as low-head hydropower or refuse- or wood-fired steam plants are not discussed. The new technologies are discussed under two categories: (1) generating (solar technologies, wind turbines, geothermal power, fuel cells, and combustion technologies); and (2) energy storage (compressed air energy storage and advanced batteries). (JN)

ED 265 118 SP 026 888

Shulman, Judith; And Others
Expanded Teacher Roles: Mentors and Masters. Technical Report 1. A Survey of California Districts and Counties.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 72p.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Master Teachers; *Mentors; *Program Implementation; School Districts; *State School District Relationship; Teacher Role
IDENTIFIERS- *California Mentor Teacher Program

Mentor program coordinators from school districts in California responded to a survey pertaining to the implementation of the California Mentor Teacher Program. Survey responses indicate that the pace of implementation has been rapid in the first six months of the program. Agreements have been forged among teachers, administrators, and school boards, mentors have been selected, assignments made, and work begun. Districts have concentrated primarily on establishing workable selection procedures for the first year, with correspondingly less attention paid to the limits and possibilities of mentors' responsibilities. Short term program implementation requirements have taken precedence over long term issues. The survey results underscore the importance of several key issues, all of which will be addressed in future studies. Topics planned for further investigation include: (1) mentor selection; (2) mentor role; (3) training and support; (4) incentives and rewards; and (5) benefits and other program effects. (CB)

ED 264 780 HE 018 954

Allard, Sandra
A Comparison of Expenditures and Revenues at Independent and Public Colleges and Universities in Maryland. Postsecondary Education Research Reports.
Maryland State Board for Higher Education, Annapolis.
PUB DATE- Oct 85
NOTE- 74p.
AVAILABLE FROM- Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Endowment Funds; *Expenditures; Fellowships; Financial Policy; Government School Relationship; Guidelines; Higher Education; *Income; *Private Colleges; *Private Financial Support; Public Policy; Questionnaires; Records (Forms); Scholarships; School Funds; *State Aid; *State Universities; Student Financial Aid; Tuition
IDENTIFIERS- Higher Education General Information Survey; *Maryland; Public Colleges

Revenues and expenditures at public and private colleges and universities in Maryland were analyzed and compared with national patterns. State Board for Higher Education (SBHE) guidelines were also consulted. Expenditure patterns of public and private colleges are similar. However, private colleges are most dependent on tuition and fees and income from private gifts, grants, and endowments, while public institutions are most dependent on state aid, tuition, and fees. Consequently, tuition and fee charges are higher at private institutions, and these institutions spend higher amounts for scholarships and fellowships. These patterns are quite similar to the national patterns for private and public institutions. Guideline analysis at the private colleges indicates that expenditure levels are about what would be predicted given the size, role, and mission of the schools. Because of demographic trends, enrollments are likely to decline in both private and public sectors during the next decade. However, declines are not likely to be uniform at all schools. The financial condition of both public and private institutions will need to be monitored carefully as higher education public policy decisions are made. Appendices include: HEGIS XIX Form (definitions and instructions), SBHE guidelines, and data on student financial aid by institution. (Author/SW)

ED 264 899 JC 850 475

Fonte, Richard
State Financing of Higher Education under Changing Conditions: The Illinois Community College Situation.
PUB DATE- 12 Aug 85
NOTE- 128p.; Ph.D. preliminary qualifying examination, Center for the Study of Higher Education, University of Michigan. Tables with small print will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Budgeting; *Community Colleges; Economic Factors; *Educational Finance; Educational Planning; *Educational Trends; Finance Reform; *Financial Policy; Financial Support; National Surveys; *State Aid; State Surveys; Two Year Colleges
IDENTIFIERS- *Funding Formulas; *Illinois

This two-part report provides an analysis of the current funding formula for Illinois community colleges, financing recommendations, and an overview and analysis of national trends in state financing of public higher education. Part I begins with a discussion of community college funding in Illinois, followed by an overview of five external trends affecting the current funding formula. The next sections analyze the linkage between Illinois' community college funding formula and enrollment, and examine approaches that have been taken to "desensitize" funding levels from enrollment trends. Next, several funding problems are identified, relating to uneven fluctuations in enrollment, fluctuations between categories of enrollment, and general enrollment decline. The paper then looks at Illinois' approaches to mission recognition, fair share and equity, and program improvement and quality. Part I concludes with a series of recommendations for improving the Illinois funding formula, along with a discussion of implementation considerations. Part II begins with an overview of historical trends in state financing of higher education, focusing on funding goals, purposes, approaches, levels, and influences. Next, current and future trends are examined in the areas of enrollment, demographic mix, emerging occupations, economic factors, and the political environment. The next two sections examine alternative formula funding approaches (e.g., formula allocation for instruction costs, decoupling, buffering, and marginal cost techniques) and alternatives to formula budgeting (e.g., incrementalism, performance indicators, and program budgeting). Finally, a framework for analyzing state funding is presented. (LAL)

ED 264 940 PS 015 491

McMillan, Ida L.
A Cursive Handwriting Skills Program for LD Students To Be Used by Regular and LD Teachers.
PUB DATE- 85
NOTE- 48p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cursive Writing; *Elementary School Students; Grade 2; Grade 3; *Handwriting; Instructional Materials; *Learning Disabilities; Primary Education; Program Effectiveness; *Student Improvement; *Writing Skills

Many learning disabled students attending Avocado Elementary School in Homestead, Florida, were unable to write legibly when taught with available cursive handwriting programs. To redress the problem, a complete, sequential cursive handwriting program was devised for use with learning disabled and other students. The program combined tracing and behavior modification techniques and was continued for 9 months. Of all students included in the program, 75 percent in the second grade and 100 percent in the third grade were able to produce average or above average cursive handwriting samples 80 percent of the time. The remaining 25 percent of the second grade students achieved fair cursive handwriting samples. After intervention, participating students had adequate scores on the five subtests of the Slingerland Screening Test for Identifying Children with Learning Disabilities. A checklist of written expression is appended. (RH)

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement 23 (1985).

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

PUB DATE- Oct 85

NOTE- 177p.

AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription, $12.00; $5.00 each).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Audiovisual Aids; Citizen Participation; Environmental Education; Hazardous Materials; Indexes; Information Dissemination; *Instructional Materials; *Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet the very general or highly specific requirements of their programs. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS supplements 1-22. (JN)

ED 265 086 SO 016 604

Leming, James S.
Social Studies Research and the Potential for Excellence in Social Education.
PUB DATE- Jun 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Racine, WI, June 5-7, 1985). For related papers, see SO 016 601-605.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Citizenship Education; Elementary Secondary Education; Literature Reviews; *Moral Development; *Political Attitudes; *Social Attitudes; Social Science Research; *Social Studies
IDENTIFIERS- *Excellence in Education

Interpretations from a body of research on the influence of social studies curriculum on socio-moral development are presented. Research areas in the socio-moral domain commonly focus on a moral dilemma discussion approach, classroom climate and controversial issues in the social studies, community service/social action, and cooperative learning. Four potential interpretations of research focusing on the development of reasoning about political questions and research with a focus on democratic political orientations include: (1) the trivial findings interpretation, which suggests that the influence of social studies programs in the socio-moral domain are trivial and completely without educational or social significance; (2) the resistant variables interpretation, which holds that because the areas of attitudes and values are among the most resistant to change, any positive influence is detected as significant; (3) the small but socially significant interpretation, which is built around the observation that sometimes small changes found as a result of an interpretation may have important social significance; and (4) the developmental interpretation, which assumes that political reasoning and attitudes are developmental in nature; thus small gains might be interpreted as steps toward more mature and democratic forms of belief and reasoning. A summary of the arguments of a variety of authors suggests the idea that should citizenship education be effective in its goal of producing an entire population of rational/activist citizens, unintended consequences may result that actually conflict with basic democratic values. (LH)

ED 265 152 SP 027 128

Stolworthy, Reed L.
Evaluation of Master of Education Graduate Degree Programs.
PUB DATE- 3 Jan 86

NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Educational Administration; *Graduate Study; *Graduate Surveys; Higher Education; *Program Evaluation; Reading Instruction; *Teacher Education
IDENTIFIERS- *Washburn University of Topeka KS

A follow-up study determined the adequacy of preparation provided by Washburn University's (Kansas) graduate programs as perceived by graduates of the programs. A total of 34 graduates from the summer of 1984 through the summer of 1985 answered questionnaires on their opinions about graduate programs in Administration, Curriculum and Instruction, and Reading. Questionnaire items related to graduates' perceptions of: (1) adequacy of preparation relative to the Kansas State Department of Education objectives; (2) the overall quality of the graduate program; (3) rationale for selecting particular graduate programs; and (4) problems experienced during the process of completing the graduate program. Results are presented in 20 tables and discussed. In general, graduates from the reading degree program rated it as very or exceedingly adequate, while most graduates of the curriculum and instruction program rated it as adequate. The majority of graduates from the administration program rated it as adequate or very adequate. Weaknesses and problems within each program are identified. (CB)

Cronin, Linda L.; Capie, William

The Influence of Scoring Procedures on Assessment Decisions and Their Reliability.

PUB DATE- Mar 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Behavior Rating Scales; *Classroom Observation Techniques; Data Collection; Elementary Secondary Education; *Generalizability Theory; Interrater Reliability; *Scoring; Teacher Behavior; Teacher Certification; *Teacher Evaluation; *Test Reliability
IDENTIFIERS- Behaviorally Anchored Rating Scales; *Teacher Performance Assessment Instruments

The purpose of this study was to compare the scoring of Teacher Performance Assessment Instruments (TPAI) indicators using discrete descriptors when some are considered "essential" with the scoring of these same indicators, and when no descriptors are considered essential. The two questions addressed in this study were: (1) To what extent does the use of essential descriptors affect the overall "pass-fail rate" for each competency? and (2) To what extent does the use of essential descriptors affect the dependability of the certification decision? Data was used from twenty-six teachers who volunteered to prepare a lesson plan portfolio and who allowed observers to come into their classes. Results of observations were scored using two different methods: (1) using essential descriptors according to the criteria anticipated when the instruments are used in certification; and (2) treating descriptors equally, with no essential designation. Analyses were conducted on the transformed data obtained using the essential and non-essential scoring systems. Results showed that the essential descriptors did not detract from the reliability of the measures; in fact, it was enhanced by them. Although the study requires replication with a larger number of teachers and more realistic conditions, the results were viewed as supportive of the essential descriptor scoring method. (LMO)

ED 265 101 SP 026 803

Zirges, John D.; Pelan, Charles
Project: INSERVICE. Brief Description.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; Program Effectiveness; *Teaching Skills; *Validated Programs
IDENTIFIERS- *Project INSERVICE IL

A brief description is given of a validated National Diffusion Network Developer-Demonstrator project. Project: INSERVICE (Bethalto Community Unit School District No. 8, Illinois) is a comprehensive teacher inservice training program that directly links the enhancement of teaching skills through classroom based inservice training to significant improvement in student academic achievement. The mechanism for accomplishing this change is the use of classroom based inservice training kits. The four separate but interrelated kits provide learning activities designed to assist teachers in fine tuning their use of specific teaching competencies. At this time, 2,000 schools have implemented the project. Examples are presented of school districts which have replicated the project. An appendix presents information on costs and sources of materials for the program. (CB)

ED 264 834 IR 011 918

Baggaley, Jon, Ed.; Janega, Patti, Ed.

Experimental Research in TV Instruction. Proceedings of an International Conference (5th, St. John's, Newfoundland, June 28-30, 1982). Volume 5.

SPONS. AGENCY- Memorial Univ., St. John's (Newfoundland).; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE- Jun 82

NOTE- 210p.; For related documents, see IR 011 916-917.

AVAILABLE FROM- J. Baggaley, Dept. of Education, Concordia University, H549-12, 1455 de Maisonneuve Blvd., Montreal, Quebec, Canada H3G 1M8 ($30.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Audience Analysis; *Educational Television; *Evaluation Methods; Foreign Countries; *Health Education; Mass Media Effects; Nontraditional Education; Production Techniques; *Programing (Broadcast); Research Methodology; Teaching Methods; *Television Research; *Television Viewing

IDENTIFIERS- Canada; *Instructional Effectiveness; South Africa; West Germany

An introduction briefly summarizes the four previous conferences in this series, identifies trends in topics addressed, and introduces the 16 presented papers in this collection. The papers are as follows: (1) "Formative Evaluation and the New Technologies" (Marjorie Cambre); (2) "Formative Evaluation of Sesame Street Using Eye Movement Photography" (Barbara N. Flagg); (3) Implications of Uses and Gratifications Research for TV Production" (Guy Lometti, Maria Dandola, and Gene Cooper); (4) "Market Analysis and Strategic Planning at TVOntario" (Barry Green); (5) "Television, Children and Society: A Canadian Perspective" (D. J. Engel); (6) "Remembering the News: Influence of Graphic and Oral Reinforcement" (Robert Bernard and Gary Coldevin); (7) "Longitudinal Effects of Television in the North: A Cross-Cultural Comparison" (Gary Coldevin and Thomas Wilson); (8) "Impact of 'Shogun' on National Stereotyping among American Viewers of Japanese and Non-Japanese Ancestry" (Clayton J. Vollan); (9) "Television Viewing and Personality Needs of South African Adolescents" (D. P. Van Vuuren); (10) "The Influence of Camera Angles and Political Consistency on the Perception of a Party Speaker" (Hans Kepplinger and Wolfgang Donsbach); (11) "Health Education on Television: A Producer's Viewpoint" (Peter Riding); (12) "Tacit and Explicit Program Design: A Practitioner's Viewpoint" (Susan Skerry and Paul Morris); (13) "Developing Compatibility between Functions and Techniques in Medical Television Production" (Richard T. Hezel); (14) "Evaluation of a Mass Media-Enhanced Smoking Prevention and Cessation Program" (Brian R. Flay and others); (15) "Cancer Communications: Planning and Evaluation Issues for Programs in Rural Settings" (Richard Windsor); and (16) "Television and Ethics: The Subjectivity of Judgement" (G. H. Jamieson). Abstracts and references are provided for all of the papers, and a list of conference participants is appended. (JB)

Marshall, Margaret R., Comp.; And Others
Books for the Mentally Handicapped. A Guide to Selection. IFLA Professional Reports, No. 1.
International Federation of Library Associations, The Hague (Netherlands).
REPORT NO.- ISBN-90-70916-01-0
PUB DATE- 83
NOTE- 36p.
AVAILABLE FROM- International Federation of Library Associations Headquarters, POB 95312, 2509 CH The Hague, Netherlands ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Evaluation Criteria; Foreign Countries; Guidelines; International Cooperation; International Organizations; Library Associations; *Library Materials; *Library Material Selection; *Library Services; *Mental Retardation; Nonprint Media; Public Libraries; School Libraries; Special Libraries
IDENTIFIERS- *International Federation of Library Associations

This selection guide was compiled as an introduction to the subject of acquiring library materials for the mentally handicapped. It is intended for a wide variety of users: librarians who work in public, hospital, and school libraries; people who consult with publishers; and people who have responsibility for selecting materials for use with or by the mentally handicapped. In preparing the guide, teachers and educational advisers in the field of mental handicaps and librarians in public and hospital libraries were asked for their views and these have been incorporated in the text. Criteria presented are guidelines that can be applied to each book under consideration. A section on library service provides guidance on enabling the mentally handicapped person to benefit from the books and libraries in his community. The publication serves as a guide that can be adopted or adapted to fit local conditions and needs, and it provides advice on the appropriate structure and content which librarians may identify in material locally available to them. Selection guidelines for both books and audiovisual media are included. The document concludes with a ten-page select bibliography of books and articles useful to librarians and others concerned with finding and utilizing reading materials for the mentally handicapped; languages represented are English, Danish, Dutch, French, German, Norwegian, and Swedish. (THC)

Using the Fine Arts to Teach Early Childhood Essential Elements.
Education Service Center Region 11, Ft. Worth, Tex.
PUB DATE- Sep 85
NOTE- 702p.
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; Creative Expression; Curriculum Guides; Developmental Stages; Drama; Early Childhood Education; *Fine Arts; Instructional Material Evaluation; *Learning Activities; *Lesson Plans; Movement Education; Music; *Resource Units; Visual Arts

This extensive curriculum guide provides teachers of young children ages three to six with some specific lesson plans using the fine arts--music, drama, creative movement, and visual arts--to teach the "essential elements" in early childhood education. In addition, systematic, thorough evaluations of a variety of materials, kits, resource and activity books are provided to assist teachers in selecting quality fine arts equipment to meet specific objectives in their own programs. Included in the introduction are an explanation of the rationale for the use of fine arts in early childhood education curriculum; a list of the range of developmental needs met by fine arts curriculum; a classroom description; a daily classroom schedule; and topics of units covered in the curriculum guide. Lesson plans are arranged according to the following developmental areas: cognition-perception; cognition-thinking skills; communication-receptive language; communication-expressive language; gross motor; social-emotional; and creative expression. An index lists the lesson plans, the materials evaluations, and the resource and activity book evaluations by instructional area. A publisher/distributor bibliography also is included as a resource. (DST)

ED 264 985 RC 015 357

Education of Children of Low Income Families Program. Department of Education, Divison of Special Programs. Performance Audit.

Georgia State Dept. of Audits, Atlanta.

PUB DATE- Sep 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Disabilities; *Educationally Disadvantaged; Elementary Secondary Education; Expenditure per Student; Institutionalized Persons; *Low Income Groups; Mathematics Instruction; *Migrant Children; Program Administration; *Program Effectiveness; Program Evaluation; Reading Programs; *Supplementary Education
IDENTIFIERS- *Georgia

This is a performance audit of a Georgia Department of Education program designed to provide supplementary reading and mathematics instruction to educationally deprived public and private school students from low income or migrant families, as well as handicapped students and students residing in state-operated agencies for the neglected and delinquent. Information was obtained from internal documents, interviews with department personnel, and on-site reviews of 14 school systems. Several school systems were not spending all the allocated funds, serving less than half the students in need, not operating cost effectively, and not improving student academic achievement. Recommendations included analyzing school systems reporting Normal Curve Equivalent scores of zero or less, establishing effectiveness measures to determine program impact on individuals, exploring significant variations in per student costs to insure cost efficiency, improving estimates of eligible students and bringing actual numbers of participants up to grant application estimates, setting more specific guidelines based on multiple criteria for determining student eligibility, and consistently documenting technical and consulting assistance provided school systems. Tables list program expenditures, students served, and cost per student by county for fiscal year 1983. An appendix lists grant funds to local school systems for fiscal 1983 and 1984 by school system. (LFL)

Year One: An Evaluation of School-Based Development Corporations in Five Rural Arkansas Towns.

Arkansas Community Education Development Association, Little Rock.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Jun 82
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Attitudes; Community Benefits; *Community Development; Definitions; Distributive Education; *Education Work Relationship; Experiential Learning; Program Evaluation; Rural Areas; *Rural Education; School Community Relationship; Secondary Education; *Small Businesses; Student Attitudes; Student Employment; *Student Participation; Teacher Attitudes; Vocational Education; *Work Experience Programs
IDENTIFIERS- Arkansas; Arkansas Community Education Development Assn; *School Based Development Enterprises

Rural school districts in five Arkansas towns set up school-based development corporations (SBDCs) to provide vocational and career training relevant to the needs of rural high school students and the community and to improve the economic and social welfare of the community as a whole. Each SBDC owned and operated businesses using student labor supervised by school faculty, generated income-producing opportunities, coordinated local development efforts, trained young people in marketable skills, promoted development of managerial and entrepreneurial skills, and stimulated needed community social services. The SBDCs described in the study include newspapers, a roller skating rink, a day care center, a temporary employment service, a photo lab, a movie theater, and a public beach. Narrative descriptions of each project relate successes and failures, community and participant attitudes, and results. Evaluation reports contain socioeconomic and educational objectives, outcomes, financial statements, and summary evaluations. A first year evaluation report of SBDC's sponsoring agency--the Arkansas Community Education Development Association--includes goals, objectives/outcomes, a financial statement, and a comments section which notes that each community now has a real "laundry list" of potential activities for Year Two of the project. (LFL)

ED 265 072 SE 046 373

American Defense Education Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Ninth Congress, First Session on S. 177 to Authorize a National Program of Improving the Quality of Education.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- S.Hrg. 99-232
PUB DATE- 25 Jul 85
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; *Educational Improvement; Elementary Secondary Education; *Federal Legislation; Hearings; Higher Education; *Mathematics Education; Program Development; Program Improvement; *Science Education; *Second Language Instruction; Teacher Education; Technical Education
IDENTIFIERS- *American Defense Education Act; Congress 99th; Proposed Legislation

Testimony and/or prepared statements are provided in these hearings which focused on the American Defense Education Act (ADEA). Individuals participating in the hearings included: Mark Andrew; Christopher J. Dodd; Mary H. Futrell; Gary Hart; Patrick Leahy; Richard Long; Peg Portscheller; and Naida Townsend. Under ADEA, local school districts develop and implement programs in elementary and secondary schools to improve instruction and student achievement in mathematics, science, foreign languages, communications skills, and technology. In addition, the bill: (1) encourages institutions of higher education to coordinate efforts with local school districts for the training and retraining of teachers through workshops, summer institutes, and in-service training; (2) authorizes funds to support research and development in effective teaching and learning techniques in mathematics, science, foreign languages, and technological training; (3) encourages excellence in education by providing local school districts with incentives to develop quality education programs; and (4) encourages partnerships between the federal government and local school districts in initiating programs between parents, teachers, and business leaders in establishing procedures for program evaluation, and between institutions of higher education and local school districts in developing teacher training programs. (JN)

ED 265 136 SP 027 034

Fuqua, Joan W.; And Others
Competent Teaching: Reaching Disabled Readers through Microcomputer Technology.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Courseware; Educational Resources; Elementary Education; *Media Selection; *Microcomputers; *Reading Difficulties; Reading Instruction

Guidelines are presented to help teachers apply specific criteria for choosing microcomputer software and adapting courseware from other disciplines to the teaching of disabled readers. The guidelines discuss how to provide individualized instruction by ascertaining the readability of materials and the reading ability of students. Guidelines also consider ways in which to save time and effort in record keeping, cultivate student creativity and motivation, and select appropriate computer journals and periodicals. Lists of computer journals, popular educational hardware manufacturers, and educational software houses are included. (CB)

ED 264 794 HE 018 976

Kirkland, Angela G.; Redfield, Doris L.
Depression in College Students: Student Experience Inventory.

PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Comparative Analysis; *Depression (Psychology); Fatigue (Biology); Higher Education; Performance; Physical Health; *Psychological Testing; *Psychometrics; Psychosomatic Disorders; Questionnaires; Self Esteem; *Test Construction
IDENTIFIERS- Beck Depression Inventory; *Hopelessness; *Student Experience Inventory

To assess depression in college students, two inventories were compared: the Student Experience Inventory (SEI) and the Beck Depression Inventory (BDI). SEI, a self-report questionnaire, contains 56 items that are designed to measure hopelessness and decreased energy levels, as well as five factors covered in BDI: (1) negative affect toward self, (2) negative physiological symptoms, (3) general unhappiness, (4) performance difficulties, and (5) loss of personal and social interest. Unlike BDI, SEI is worded to reflect specific, common college experiences, as well as the duality of phenomena (e.g., physiological reactions). SEI uses a counterbalancing of items to lessen the probability of response bias. Items within the SEI were analyzed using item-total correlations. The four items with the highest item-total correlations within each of seven subdomains were selected for inclusion in the SEI. Coefficient alpha was also computed to assess internal consistency, and a Pearson product-moment correlation coefficient was calculated to assess concurrent validity. The SEI appeared to measure a construct similar but not identical to the construct measured by BDI. The results suggest that further development of SEI may allow for the assessment of those aspects of depression specific to the college population. The SEI is appended. (SW)

ED 264 808 HE 018 990

Nurse Education Act of 1985. Report Together with Additional Views to Accompany H.R. 2370. House of Representatives, Ninety-ninth Congress, First Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

REPORT NO.- House-R-99-161
PUB DATE- 5 Jun 85
NOTE- 34p.; For related document, see HE 018 991.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Clinical Experience; Construction Programs; Contracts; *Demonstration Programs; *Federal Aid; *Federal Legislation; Financial Support; Geriatrics; Grants; Higher Education; *Nurse Practitioners; *Nursing Education; Professional Continuing Education; Public Health; Student Loan Programs
IDENTIFIERS- *Nurse Education Act 1985; *Nurse Midwives

A bill amending the Public Health Service Act (Title VIII) to extend programs of assistance for nurse education is addressed in this congressional report. After briefly reviewing the background and need for the legislation, a section-by-section analysis is presented. H.R. 2370 extends for 3 years the following programs in nurse education: special project grants and contracts, program support for advanced nurse training, program and student support for nurse practitioner and nurse midwife training, traineeships in advanced nurse training, and traineeships for nurse anesthetists. The bill also creates a new authority for special demonstration grants and authorizes nurse practitioners who have incurred a service obligation in return for traineeship support to satisfy that obligation by working in a public health care facility. The demonstration projects are designed for both noninstitutional settings and for geographical and shortage specialty areas. Another new program initiative focuses on clinical nursing programs for acute-care, long-term care, and ambulatory care facilities. The bill also covers construction assistance, capitation grants, financial distress grants, and student loans. Included are views of four congressmen about nursing care for the elderly, which is one focus of the bill. (SW)

ED 264 846 IR 011 930

Set up and Operation of Video Cassette Recorders or "...How Do I Work This Thing???"

Alaska State Dept. of Education, Juneau.

PUB DATE- 85

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Broadcast Reception Equipment; Broadcast Television; Cable Television; *Communications Satellites; Equipment Maintenance; *Equipment Utilization; Resource Materials; State Programs; *Videotape Cassettes; *Videotape Recorders

IDENTIFIERS- *Learn Alaska Network

Designed to assist Alaskans in making optimum use of the LearnAlaska TV transmitter network, this booklet provides instructions for the operation and maintenance of videocassette recorders (VCRs). After a brief introduction, which lists state film library addresses for ordering an accompanying videocassette entitled "Set Up & Operation for VCRs and Monitors," the document is divided into seven major sections: (1) a brief history and explanation of how the LearnAlaska signal is transmitted into communities, including suggestions for improving reception; (2) directions for connecting a videotape recorder to a television with cable, a converter, and a UHF antenna (illustrations provided); (3) a list of videotape recorder functions with corresponding definitions; (4) directions for loading and unloading a videocassette; (5) instructions for recording a program off the LearnAlaska channel; (6) troubleshooting tips; and (7) suggestions for preventing equipment problems. A diagram which illustrates the component parts of the LearnAlaska telecommunications network is included. (JB)

ED 264 872 IR 051 369

Frost, Carolyn O.
Student and Faculty Subject Searching in a University Online Public Catalog.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Aug 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; College Students; Faculty; Higher Education; Information Seeking; *Library Catalogs; Library Instruction; Library Research; *Online Systems; Questionnaires; *Search Strategies; *Subject Index Terms; Use Studies
IDENTIFIERS- *Online Catalogs; *University of Houston TX

This research study addressed four issues relating to subject searching in online catalogs: faculty and student use of subject searching in library catalogs; users' knowledge of and use of the Library of Congress Subject Headings List (LCSH) in a controlled subject heading search; strategies for teaching effective subject searching; and users' preferences for improvements to achieve more effective subject searching. The researchers surveyed student and faculty subject searching patterns in card and online catalogs in a university setting; analyzed requirements for improving subject access in library catalogs; and designed, implemented, and measured the effectiveness of two models (slide-tape and library research workbook) for instruction in principles of subject searching and the use of LCSH. The report includes a discussion of the research methodology (including objectives, populations, and samples for the study; data collection; questionnaires for both the student and faculty populations; pre- and posttests and slide-tape evaluations for the student population; and development of research instruments); reports of the findings for both the student and faculty surveys; and a summary and conclusions. Appendices include the questionnaires and overall results, questionnaire cross-tabulations (including selected tables), and copies of the pretest, posttest, and slide-tape evaluation form. (THC)

ED 264 887 IR 051 397

Pennsylvania Online: A Curriculum Guide for School Library Media Centers.

Pennsylvania State Library, Harrisburg.

PUB DATE- Oct 85
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Design; Curriculum Development; Databases; Educational Strategies; *Learning Resources Centers; *Library Instruction; Library Skills; *Online Searching; Online Systems; Position Papers; *School Libraries; Secondary Education; State Curriculum Guides
IDENTIFIERS- Course Integrated Library Instruction; *Pennsylvania

This curriculum guide is intended for any librarian in Pennsylvania committed to teaching online searching and looking for guidelines to integrate the skill into the full academic curriculum. The publication will enable school librarians to assist students in developing the skills that will enable them to search and retrieve information from computerized databases, not only to access information necessary for their studies, but also to acquire skills for lifelong learning. (Only bibliographic databases are covered in this document.) It is recommended that this curriculum be integrated with the teaching of library media skills in other curriculum areas. The librarian and various subject area teachers should jointly establish the goals and objectives for the implementation of the online curriculum. The first section of this guide, "Online Curriculum," includes the following subsections: an introduction, offline suggestions, course objectives and student outcomes, planned course scope and sequence, and sample lesson plans. The second section, "Online Management," includes: an introduction, budget and costs, vendors, gateway software, telecommunications, copyright, security, recordkeeping, and cooperation and support. References, an annotated bibliography and numerous appendices, including a sample search and lists of vendors, telecommunications networks, and commonly used databases, are provided. (THC)

ED 264 913 JC 860 033

Richardson, Richard C., Jr.
How Administrators Influence Student Learning.
PUB DATE- 21 Nov 85
NOTE- 11p.; Paper presented at a Meeting of the Illinois Council of Community College Administrators (Champaign, IL, November 21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Administrator Responsibility; *Administrator Role; Administrators; *College Administration; College Instruction; *Community Colleges; Educational Quality; Instructional Improvement; Policy Formation; Two Year Colleges
IDENTIFIERS- *Administrator Effectiveness

The decisions that administrators make touch every facet of the institutional experience and fundamentally affect teaching and learning. Research shows, however, that administrators do not always recognize their influence nor their responsibility for the quality of instruction. A study of one urban community college district revealed an unforeseen and unintended impact of administrative decisions in the classrooms, even though only 2% of the Chancellor's Executive Council's decisions over an 18-month period were concerned with instruction or curriculum. Illustrating this point was the Executive Council's decision to emphasize marketing activities. This approach succeeded in recruiting more nontraditional students, but the students' lack of adequate preparation limited their success in the classroom. To deal with the challenge of providing leadership to achieve the quality of education expected by the public and needed by students, administrators should: (1) emphasize assessment and mandatory placement to allow appropriate standards of performance without increasing attrition; (2) provide high quality advisement for students with degree or transfer objectives; (3) define exit competencies; (4) label transfer courses and restrict enrollment in these classes to students with the commensurate preparation and objectives; and (5) ensure that information sent to secondary schools does not present the community college as compensation for poor high school preparation. One important way for administrators to prepare for this challenge is to renew their knowledge of student needs, capabilities, and aspirations by periodically returning to the classroom as teachers. (EJV)

ED 264 926 JC 860 048

Hirsch, Maureen

Patient Education for Nurses: Nursing 200A.

PUB DATE- 4 Dec 85

NOTE- 52p.; Graduate seminar paper, University of California at Los Angeles.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Community Colleges; *Course Content; *Course Objectives; *Course Organization; Nursing; *Nursing Education; *Patient Education; Two Year Colleges

A description is provided of "Patient Education for Nurses," a required course for second-year nursing students which focuses on the assessment of the learning needs of adults, and the planning and and implemention of formal patient education. First, general information on the significance of the course and its place in the School of Nursing curriculum is presented. Following a glossary of terms, short- and and long-range objectives for the course are enumerated, and required and recommended texts and general references are listed. Next, descriptions are provided for the course's 10 units, including a statement of unit goals and related objectives, and a list of reading assignments. The units cover: (1) Learning Theories/Domains; (2) Teaching Theory; (3) Assessing Learning Needs and Patient Readiness to Learn; (4) Goals and Objectives; (5) The Patient Education Process; (6) Writing a Teaching Plan and Documenting the Process; (7) Teaching Tools; (8) Evaluation of Patient Teaching; (9) The Patient Education Process for Patients with Special Needs; and (10) Implementation of the Patient Teaching Process. Finally, procedures for evaluating nursing students' achievement in the course are outlined. An appendix contains class handouts related to the units. (MPH)

ED 265 026 SE 046 326

Caton, Albert, Ed.; And Others
Harvesting the Ocean: Teachers' Handbook.
Curriculum Development Centre, Canberra (Australia).
REPORT NO.- ISBN-0-642-53143-9
PUB DATE- 84
NOTE- 28p.; Photographs may not reproduce well. For students' booklets, see SE 046 327-329.
AVAILABLE FROM- Prentice-Hall of Australia, P.O. Box 151, Brookvale NSW 2100, Australia ($17.95--Australian currency--for complete series).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Science; Interdisciplinary Approach; Intermediate Grades; *Learning Activities; *Marine Education; *Oceanography; *Science Activities; Science Education; Secondary Education; *Secondary School Science; *Teaching Methods
IDENTIFIERS- *Pacific Ocean

This teaching guide is designed for use with three units of study (presented in separate booklets titled "The Ocean," "The Harvest," and "Using the Sea Wisely"). The multidisciplinary units contain teaching and learning resources designed to provide: students with learning experiences using a variety of thinking processes; learning experiences in science, social science, home economics, English, and art; and a balance between local and overseas focus for students bearing in mind that the focus audience is in school in both the United States and Australia. "The Ocean" is designed for lower secondary students and serves as an introduction to the ocean environment. "The Harvest" is intended primarily for lower to middle secondary levels and focuses on harvesting, fishing in traditional and industrial societies, marketing fish, and the social, cultural, and moral issues involved in the consumption of fish. "Using the Sea Wisely" is designed for upper secondary students and introduces a number of complex concepts dealing with the management and regulation of the ocean and its resources. Included in this guide are instructional strategies for the student activities in the three booklets, list of materials needed and procedures for laboratory activities, and suggestions for introducing and/or extending topics. (JN)

ED 265 056 SE 046 357

Scientists, Engineers, and Technicians in Manufacturing Industries: 1983. Detailed Tables and Charts. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-85-328
PUB DATE- 85
NOTE- 132p.; For the 1982 report, see ED 249 081.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Employment; Employment Patterns; *Employment Statistics; Engineering; *Engineers; *Manufacturing Industry; Mathematicians; *Paraprofessional Personnel; Sciences; *Scientists
IDENTIFIERS- National Science Foundation

This report presents national estimates of employment of scientists, engineers, and technicians (SETs) in manufacturing industries in 1983. The estimates are provided as data in five charts and three detailed statistical tables. Data in charts include: SETs by sector of employment; employment growth in high-technology and other manufacturing industries (1980-83); scientific and technical personnel by selected manufacturing industry; employment of SETs in manufacturing industries by occupational groups; and SETs in manufacturing industries. Tabular data include: SETs in manufacturing industries by major occupational group and detailed industry of employment; SETs in manufacturing industries by detailed occupation and broad industry of employment; and SETs in each manufacturing industry as a percent of total employment in the industry, and the relative error. Analysis of these data, which come from the Occupational Employment Statistics survey and are in Standard Industrial Classification codes 20 through 39, provides information into the dynamics of the labor market as demand for SETs responds to variations in growth among industries, and to the impact of technology and other factors, upon industry. One finding is that three industries (electrical and nonelectrical machinery, and transportation equipment) employed the bulk of engineers and technicians, while scientists were concentrated in the chemicals industry. (JN)

ED 264 941 PS 015 493

Gilmore, Jacquelynne
Improving the Attendance of Primary Children by Involving Parents in Their Education.
PUB DATE- 85
NOTE- 96p.; Ed.D. Practicum, Nova University. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attendance; *Elementary School Students; Grade 1; Intervention; *Parent Participation; Parent School Relationship; Parent Workshops; Primary Education; *Student Improvement

A review of classroom teachers' records of student attendance covering a 2-year period revealed that 18 students in the first grade at Dangerfield Primary School in Fremont, Illinois, frequently did not attend school. Further investigation showed that the parents of the frequently absent children had very little or no contact with the school. The overall goal of this practicum was to develop and increase parental involvement in the education of the primary school child and thereby improve the attendance patterns of the targeted 18 primary students. Strategies implemented in the intervention consisted of providing incentives that attracted both parents and students to school and included personal contact by telephone, home visits, newsletters, and workshops. The need for parents to be involved in the education of their children was constantly reinforced. Absenteeism among the 18 students was reduced by 80 percent. Fourteen of the 18 parents of the targeted students became more involved than previously in the classroom program. Related materials are appended, including forms, survey instruments, parent meeting agenda, and homework activities for parents and children. (RH)

Review of Certain Aspects of Group Home Care for Children in California. Report to the Honorable George Miller, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/HRD-85-62
PUB DATE- 19 Jul 85
NOTE- 43p.; For a related document, see PS 015 538.
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877. (1-5 copies free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Children; *Federal Aid; *Federal Programs; *Foster Care; *Group Homes; Program Costs; *Residential Care; Safety
IDENTIFIERS- *California; Program Review; Social Security Act Title IV E

Federal assistance for residential care for children in California was reviewed to determine: (1) which sources of federal funds sustain children placed in group homes; (2) whether services paid for with federal funds were provided; (3) whether rates paid to group homes were unallowable or unreasonable; (4) whether conditions at the group homes were safe and sanitary; and (5) whether the potential existed for duplicate billings for services provided by other federal programs. Residential care encompasses the foster care program and includes children placed in foster family homes, small family homes, and group homes. Data were gathered through reviews of records and interviews with knowledgeable officials at the federal, state, and county levels, as well as individuals operating 18 group homes that were reviewed in detail. Additionally, to observe typical living conditions, tours were made of another 48 group homes. Findings indicated that Title IV-E of the Social Security Act was the primary source of federal funds to support group homes. Amounts paid to group homes for each child varied widely, but costs incurred by the homes were allowable under federal and state guidelines. Group homes visited met state safety standards. No evidence was found that the 18 homes reviewed in detail had engaged in duplicate billing of other federal programs. (RH)

ED 265 012 SE 046 301

Schimizzi, Ned V.
Mathematics Achievement Scores in High School: Are They Related to the Way We Teach in the Earlier Grades?
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; *Curriculum Development; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Education; *Performance Factors; *Teaching Methods

Many high school and college students seem to dislike mathematics, do poorly in the subject (as evidenced by declining test scores), and avoid scheduling courses in mathematics. Answers to why test scores are declining and why mathematics achievement is low among adults are speculative and as varied as the educators who offer them. However, one answer may lie in the area of cognitive development. Most of the basic mathematics which students are expected to remember for passing high school and college examinations is taught at a time when they are psychologically incapable of abstract conceptualization. Furthermore, students are taught basic mathematics with methods and strategies which require use of abstract symbols at a stage in their life when they are capable of "conceptualizing" only when the concepts are physically structured for them (representations of a mathematical reality constructed in three-dimensional form). Eight areas for curriculum developers to explore or implement in schools (based on knowledge of the psychological development of youth) are offered. They include: excluding concepts and skills from the mathematics programs of 6- and 7-year-olds which they are psychologically incapable of grasping; using real-life mathematical applications; and using Piagetian-oriented teaching methods. (JN)

ED 265 040 SE 046 341

Apelman, Maja; And Others
Critical Barriers Phenomenon in Elementary Science.
North Dakota Study Group on Evaluation, Grand Forks.
PUB DATE- Feb 85
NOTE- 91p.
AVAILABLE FROM- North Dakota Study Group, Box 8158, University of North Dakota, Grand Forks, ND 58202 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Structures; *Concept Formation; Elementary Education; *Elementary School Science; *General Science; Inservice Teacher Education; *Learning Processes; Science Education; Science Instruction; *Scientific Concepts
IDENTIFIERS- *Conceptual Barriers

Conceptual obstacles which inhibit scientific understanding are examined in this monograph. Perspectives are offered on theoretical aspects, research directions, and educational implications on the problem area known as the critical barriers phenomenon. Papers included are: "Nature of the Problem" (by David Hawkins), which describes the barriers associated with the concepts of size and scale, air and water, heat and elementary mechanics; "The Research Project: Learning about Size and Scale" and "The Research Project: Learning about Light and Color: (both by Maja Apelman), which presents narrative accounts of a program for elementary school teachers on critical barriers; and "Knowing Where You Are: A First Essay Toward Crossing Critical Barriers" (by Philip Morrison), which addresses elements of common sense and its correlations. (ML)

ED 265 102 SP 026 860

Hamblin, F. N.
Internationalizing Teacher Education. A Synthesis of Thirteen Resource Papers.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- May 85
NOTE- 21p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872 and SP 026 874.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Resources; *Global Approach; Higher Education; *International Education; *Teacher Education; Teacher Education Curriculum

Thirteen writers, each a specialist in a particular area in teacher education, developed source papers about guidelines for international teacher education. This paper synthesizes statements made in the 13 source papers. Subjects of the papers were: (1) general concept paper; (2) social foundations of education; (3) psychological foundations of education; (4) theory and methods; (5) elementary education; (6) clinical and experiential; (7) social science; (8) social science methodology; (9) science; (10) mathematics; (11) foreign language; (12) fine arts; and (13) humanities. (CB)

Little, Judith Warren; Shulman, Judith

The Instructional and Professional Environment of Middle Schools: Guidance for Teacher Education.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Mar 84
NOTE- 85p.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Research; Junior High Schools; *Middle Schools; *Research Needs; Student Characteristics; Teacher Characteristics; *Teacher Education; Team Teaching

This report discusses relevant theories and principles of curriculum, pedagogy, and social organization of middle schools in order to serve as a focus for further research and development in teacher education. The first section of the three-part report concentrates on teachers' work with middle school students, and the challenges they face in establishing an appropriate instructional and social environment for early adolescents. The second part concentrates on teachers' work with one another as colleagues, grounded in the middle school emphasis on an interdisciplinary curriculum, team planning, and team teaching. The final section reviews the status of middle school teacher preparation in three states (California, Nevada, and Utah) and summarizes the approaches taken by some districts in providing a program of training and support to middle schools. A 67 citation bibliography is presented. (CB)

ED 264 781 HE 018 955

The SBHE Guideline for Operating Budget Funding. Postsecondary Education Research Reports.
Maryland State Board for Higher Education, Annapolis.
PUB DATE- Oct 85
NOTE- 34p.
AVAILABLE FROM- Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; Educational Finance; Enrollment Projections; Financial Policy; *Guidelines; *Higher Education; *Operating Expenses; Policy Formation; Resource Allocation; State Boards of Education; State Colleges; *State Standards
IDENTIFIERS- *Maryland; *Public Colleges

New Maryland State Board for Higher Education funding guidelines for public four-year institutions in Maryland are presented, along with information on the development of the guidelines. Four guidelines models were studied and evaluated by criteria endorsed by state and university officials. To derive the guidelines, each program area (institutional research, public service, academic support, institutional support, plant, student services, scholarships and fellowships) was discussed separately by the finance advisory committee. Discussions focused on relevant data from other states and assumptions underlying utilization of alternate formats, variables, and statistical techniques. The formula developed to meet the criteria recommends state funding based on a single set of rates applied to all institutions. The process to update the guidelines to reflect adequately the impact of inflation utilizes "Chase Econometrics" projections for increases in per capita income, the cost of fuel oil and gas, the cost of total durable goods, and the Consumer Price Index. The funding guidelines were evaluated using criteria on equity, different college roles/missions, productivity, and incentives. Guidelines for fiscal years 1984, 1985, 1986, and 1987 are shown. (Author/SW)

ED 264 821 IR 011 903

Davis, Barbara Gross

Nebraska Videodisc Science Laboratory Simulations. Executive Summary (and) Science Lab Videodiscs: Evaluation Report. A Report from the Annenberg/CPB Project.

Nebraska Univ., Lincoln.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.

PUB DATE- Mar 85

NOTE- 333p.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Biology; Chemistry; *Computer Assisted Instruction; *Computer Simulation; Field Tests; Higher Education; *Instructional Material Evaluation; Physics; Questionnaires; *Science Instruction; Student Attitudes; Teaching Methods; Undergraduate Study; *Videodisc Recordings

IDENTIFIERS- *Instructional Effectiveness

To explore the potential of computer controlled videodiscs for simulating undergraduate science laboratory instruction, the Annenberg/CPB (Corporation for Public Broadcasting) Project funded the University of Nebraska to create and field test six videodisc laboratory experiments, two each in biology, chemistry, and physics. The six discs were field tested with nearly 700 college students and 45 instructors in seven colleges and universities across the country to yield information on the following topics: the instructional, pedagogical, and production quality of the discs; faculty and student acceptance of this approach; how the simulations compared with traditional science laboratories; and costs of the new technologies compared to traditional approaches. Data were collected using formal and informal methods--surveys, interviews, observations, and anecdotal reports. Results of the field tests indicate that both faculty and students identified effective features of each disc, particularly self-pacing aspects and opportunities for feedback. Discs were less well received by faculty at research universities than at smaller colleges and universities; however, all faculty agreed that videodiscs are appropriate for teaching experiments that otherwise could not be taught, and for teaching students who otherwise would not have access to science laboratory instruction. In addition to the executive summary, this document also includes the complete evaluation report which provides information and data on: details of the evaluation method, student demographics and attitudes, acceptability of videodiscs to instructors and students, comparison of videodisc and laboratory experiments, costs, the future potential of videodisc, recommendations, and references. Appendix A provides a critique of each of the six videodiscs and Appendix B provides detailed questionnaire results. (JB)

ED 264 900 JC 850 544

Lapin, Joel D.
External Environmental Forecast.
Catonsville Community Coll., Md.
PUB DATE- Aug 85
NOTE- 135p.; Tables with small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; *Economic Factors; *Employment Projections; *Futures (of Society); *Long Range Planning; Population Trends; Postsecondary Education; Prediction; Two Year Colleges

Representing current viewpoints of academics, futures experts, and social observers, this external environmental forecast presents projections and information of particular relevance to the future of Catonsville Community College. The following topics are examined: (1) population changes and implications for higher education; (2) state and local demographic changes; (3) the national economy; (4) inflation; (5) interest rates; (6) unemployment; (7) the short- and long-term national economic outlook; (8) national growth and labor force projections; (9) the work ethic in the 1980s; (10) the social-political climate of the 1980s and 1990s; (11) the state and higher education; (12) the current condition of higher education; and (13) the future of postsecondary education. For each topic, corollaries are presented, drawing plausible inferences from the reading and analysis of the information in the preceding section. (LAL)

ED 265 087 SO 016 605

Berlak, Harold
Democratic School Reform and the Social Studies.
PUB DATE- Jun 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Racine, WI, June 5-7, 1985). For related documents, see SO 016 601-604
AVAILABLE FROM- Public Education Information Network, 7133 Washington Ave., St. Louis, MO 63130 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Curriculum Development; Democratic Values; *Educational Improvement; Educational Needs; Equal Education; *Participative Decision Making; Public Schools; *Social Studies
IDENTIFIERS- *Excellence in Education

The school reform movement which has accelerated over the last two years provides a point of departure for this discussion of where educators stand today in the battle to preserve and strengthen the public schools and of directions that need to be taken toward democratic school reform, particularly in the social studies. Much of the discussion is based on recommendations made in a recent report, "Equity and Excellence: Toward an Agenda for School Reform," which postulates that (1) considerable control has been lost over our own communities, including our schools, and (2) that many of our greatest human capacities are being wasted, with dire consequences for economic and social well-being. Curricular, pedagogical, and structural challenges in social studies education are discussed. followed by a call for greater collaboration and cooperation among communities, school and university faculties, and administrators in the form of democratic decision-making and shared responsibility. A final challenge is the need to improve the communication and exchange of information across networks, research and development centers, and the schools by building a grass roots information and resource network that serves the cause of democratic school reform. (LH)

Approved Teacher Education Programs in South Carolina 1985-86.
Edition IV.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; National Competency Tests; Preservice Teacher Education; *Schools of Education; *Teacher Certification; *Teacher Education Programs; *Validated Programs
IDENTIFIERS- *South Carolina

This booklet provides information on teacher education programs in the state of South Carolina that meet the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC). A list is given of state and national required examinations and minimum qualifying scores for teacher certification. Twenty-eight colleges of education are cited, and an outline of each of their NASDTEC programs is presented. (JD)

ED 265 153 SP 027 131

Barker, Jerry D.

Teacher Center Client Profile Patterns of Use and Recommendations for Data Collection and Research.

PUB DATE- 85

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Data Collection; Individual Needs; *Inservice Teacher Education; *Needs Assessment; Participant Satisfaction; *Program Development; Research Needs; *Teacher Centers

In order for teacher centers to develop programs and activities appropriate to the needs of their target populations, a detailed and accurate representation, as well as ongoing evaluation of the center operation must be maintained. A data base must be established that encompasses the accurate portrayal of daily operations in order to facilitate determination of future directions for center programs, based on projected needs. This paper examines the operation of a well-established teacher center in Knoxville, Tennessee, focusing on center data concerning the amount and purpose of usage as well as the characteristics of the participant population. The data forms the basis for a detailed portrayal of past and present center operation relative to assessed needs. Consideration is given to the development of a data base that will enable teacher center personnel to more effectively analyze usage patterns. The data also provides a foundation for more accurately focusing and designing center activities for subgroups of the population that are not presently being served. A discussion is presented on the potential represented by the teacher center for productive avenues of research concerning the needs of preservice education majors in addition to the staff development needs of inservice teachers. (JD)

ED 264 795 HE 018 977

Ducote, Janice M.
Curriculum in Higher Education: Historical Influences and Curricular Models.
PUB DATE- Nov 85
NOTE- 20p.; Paper presented at a Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Civil Rights; *College Curriculum; *College Instruction; Cultural Education; *Educational History; Educational Objectives; Enrollment Trends; Experiential Learning; Federal Legislation; Futures (of Society); Government School Relationship; *Higher Education; Individualized Instruction; Models; Specialization; Technological Advancement; Trend Analysis

Historical and societal conditions that have influenced the college curriculum are considered, along with issues of the 1980s. Up to the 19th century, the bachelor of arts degree was a preprofessional degree; the Ph.D. degree was introduced after the Civil War. Since the doctoral degree emphasized research skills, universities began to employ research-oriented faculty members, and departments gained control over the curriculum. With industrialization, there was increased demand for specialization, new scientific knowledge, and new occupations. Additional factors that influenced the curriculum included: the land grant college movement, the G.I. Bill, desegregation legislation, increased college enrollments during the 1960s, the civil rights movement, the Vietnam protest period, increased enrollment of nontraditional and foreign students, and legislation regarding the handicapped. Important issues in the 1980s include technological innovations, the growing trend to change careers, financial problems facing colleges, underprepared college students, and declining enrollments. Curriculum models that focus on the following are distinguished: subject matter, student experience, cultural heritage, objectives or outcomes, individualized study and student needs, and the future. (SW)

ED 264 809 HE 018 991

Health Professions Educational Assistance Amendments of 1985. Report Together with Additional Views to Accompany H.R. 2410. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

REPORT NO.- House-R-99-145

PUB DATE- 23 May 85

NOTE- 78p.; For related document, see HE 018 990.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Allied Health Occupations Education; *Dental Students; Economically Disadvantaged; *Federal Aid; Federal Legislation; Financial Support; *Government School Relationship; Health Occupations; Higher Education; Interest (Finance); Low Income Groups; *Medical Education; Optometry; Osteopathy; Pharmaceutical Education; Podiatry; Professional Education; Public Health; Scholarships; *Student Financial Aid; Student Loan Programs

IDENTIFIERS- *Health Professions Educational Assistance Amend

A bill amending the Public Health Service Act to revise and extend programs under Title VII (health professions programs) is addressed in this congressional report. The bill reauthorizes for 3 years the following programs: the Health Education Assistance Loan program of insurance for market-rate student loans (the ceiling is raised); the Health Professions Student Loan program of low-interest student loans from revolving funds maintained by health professions schools; scholarships for first-year students of exceptional financial need; capitation assistance to schools of public health; support for family medicine departments; the Area Health Education Centers; support for programs to train physician assistants; programs and traineeships in general internal medicine, general pediatrics, family medicine, general dentistry, and health administration; assistance to institutions in recruiting and providing educational assistance to students from disadvantaged backgrounds; project grant authorities for health professions schools; and support for public health traineeships and preventive medicine residencies. Included are descriptions of new provisions and a section-by-section analysis. (SW)

Outreach Library Services.
New York State Library, Albany.
PUB DATE- 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Community Services; Library Associations; Library Planning; *Library Services; *Outreach Programs; Program Descriptions; *Public Libraries; Regional Libraries; *Regional Programs
IDENTIFIERS- *New York

Focusing on the theme, Outreach Library Services, the articles in this publication provide a panoramic view of outreach services in eight of the public library systems in New York State. The compilation also contains four papers on special topics. Articles included are: (1) "Not So Trivial: In Pursuit of Outreach Services" (Joan F. Cooke, Finger Lakes Library System); (2) "Upper Hudson Reaches Out through Outreach Services" (Hemwatie Jaipershad, Upper Hudson Library Federation); (3) "Reexamining Public Library Outreach" (Stephen Likosky, New York Public Library); (4) "Outreach: Theory and Practice vs. Attitude and Commitment" (William A. Miles, Buffalo and Erie County Public Library); (5) "Outreach Services at the Mohawk Valley Library Association" (Jane Somers, Mohawk Valley Library Association); (6) "The Challenge of Outreach" (Charles J. Decker, Four County Library System); (7) "Outreach: Total Involvement in Service to People" (Emily H. McCarty, Queens Borough Public Library); (8) "The Development of Outreach Services in the North Country" (Paul Hutchins, North Country Library System); (9) "Equilibrating Gemeinschaft and Gesellschaft: The Storefront Library and Its Transition Function; A Model" (Benjamin Pacheco, Brooklyn Public Library); (10) "A History of the Brooklyn Museum Libraries" (Deidre E. Lawrence, The Brooklyn Museum); (11) "The Planning Process" (Elizabeth Manion, New York State Association of Library Boards Executive Board); and (12) "Funding for College and University Libraries under HEA Title II in 1984" (E. J. Josey, New York State Library). (THC)

ED 264 971 PS 015 576

Galen, Harlene; And Others

Developmental Computer Awareness: Responses of Head Start and Kindergarten Children.

PUB DATE- Nov 85

NOTE- 31p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (New Orleans, LA, November 14-17, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Class Activities; Classroom Research; *Computer Literacy; Early Childhood Education; *Instructional Innovation; *Kindergarten Children; *Preschool Children; Pretests Posttests; Program Effectiveness; *Recall (Psychology)

IDENTIFIERS- *Project Head Start

Kindergarten experimental group subjects and Head Start children received classroom instruction about and "hands-on" experiences with computers, while a kindergarten control group received the "hands-on" experiences only. During an initial classroom instructional phase, a mini-unit was employed to introduce 10 computer terms to the children. Components of the mini-unit were: the Hinitz-Galen Matrix boards, age appropriate instructional games, songs, card games, visual aids, and group discussion and activities. Children were asked to name the 10 computer parts in a pretest and two posttests administered at different times. Results indicated that, in general, children in the kindergarten experimental class who were interested in both computer usage and the information in the instructional phase benefited most, in comparison with the kindergarten control and Head Start class. While the children in the control class improved in ability to remember the 10 terms, they generally scored lower than experimental subjects. Head Start class test values generally were approximately equal to or higher than the values obtained for the kindergarten control class, although Head Start children were about 1 year younger than the control subjects. It is concluded that the initial classroom instructional phase appears to have provided advantages to the Head Start and kindergarten experimental children which are not obtained solely by hands-on experience with the computer. (RH)

ED 264 986 RC 015 395

Oomkes, Frank R.
International Education and Multicultural Interdisciplinary Team Training.

PUB DATE- Dec 84
NOTE- 23p.; Paper presented at the World Congress for Rural Sociology (6th, Manila, Philippines, December 15-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Developed Nations; Developing Nations; Foreign Countries; *Interdisciplinary Approach; International Educational Exchange; Leadership Training; *Multicultural Education; Professional Development; *Researchers; *Rural Development; Scientists; Sensitivity Training; *Training Methods
IDENTIFIERS- *International Agriculture Education; Netherlands

Problems inherent in international rural development cooperative efforts are those caused by the international mix of participants, difficulties in intercultural communication, and cultural biases of western teaching contents and methods. A 6-month program established in 1982 at the International Agricultural Center at Wageningen, Netherlands, trains young scientists from developed and developing countries for interdisciplinary research in agricultural development and employs many techniques to overcome these problems. The program includes 2 months of resident training in Wageningen, 3 months of field studies by teams in developing countries such as the Philippines, Kenya, Senegal, and Sri Lanka, and a final month-long reporting, analyzing period. The beginning period of team training provides an introduction to intercultural communication, problem solving and decision making techniques, group leadership, and interdisciplinary cooperation. Activities include getting acquainted procedures, programmed case studies of leadership, sharing about intercultural differences and home countries, group problem solving, decision making and discussion techniques, group cooperative exercises ("House-Tree-Dog" and "Broken Squares"), and brainstorming. While the proper combination of training elements is still more art than science, awareness of communication problems and the skill to discuss them before they become insurmountable are principal ingredients of intercultural, interdisciplinary cooperation. (NEC)

Hochstrasser, Donald L.; And Others
The Demographic Transition in an Appalachian Community. Eastern Kentucky Fertility Study Research Report.
Kentucky Univ., Lexington. Coll. of Allied Health Professions.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
PUB DATE- Mar 85
NOTE- 22p.
CONTRACT- N01-HD-02803
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Birth Rate; Cohort Analysis; Community Attitudes; Community Change; Contraception; *Family Planning; Family Size; *Females; Individual Characteristics; *Population Trends; Regional Attitudes; *Rural Population; Social Change
IDENTIFIERS- *Appalachia (Central); Kentucky (East)

Improved health care and family planning services, reduction in sociogeographic isolation, and increased economic development were found to be responsible for declining fertility rates in a rural Eastern Kentucky county during 1960-1980. Contemporary fertility patterns in an area historically exhibiting one of Appalachia's highest fertility rates were found to be similar to patterns throughout the United States. Interviews with 407 married women under 45 years of age measured demographic factors, perception of availability/accessibility of family planning services, approval of birth control, family size preferences, knowledge and use of contraceptives, and effectiveness of fertility regulation. Results were compared by age group. Educational levels were found to decrease as age increased, employment increased with age, and family income was highest in the middle age group. Similarities were found among women in the three age groups in level of birth control approval and use and motivation toward family limitation. Differences were found in initial timing and method of contraceptive practice and effectiveness of fertility regulation. Younger women knew about and started using birth control at an earlier age, were more effective in fertility regulation, and more successful in achieving family size goals. Tables provide data on population and perceived availability of family planning services. (LFL)

ED 265 103 SP 026 861

Gutek, Gerald L.
Internationalizing the Social Foundations of Education.

SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 85
NOTE- 20p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872 and SP 026 874.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Foundations of Education; *Global Approach; Higher Education; *International Education; *Preservice Teacher Education; Social Influences

This presentation addresses problems and possibilities that relate to infusing an international dimension into the social foundations component of teacher education. The presentation's three sections discuss: (1) the present condition of international education within the social foundations; (2) what the condition of international education should be like; and (3) strategies for implementing this dimension in teacher education. (JD)

ED 265 168 TM 850 600

Educational Standards, Testing, and Access. Proceedings of the ETS Invitational Conference (45th, New York, New York, October 29, 1984).

Educational Testing Service, Princeton, N.J.
PUB DATE- 85
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Black Students; *Educational Testing; *Equal Education; Higher Education; High Schools; Hispanic Americans; *Minority Groups; State Standards

An introduction by Gregory R. Anrig summarizes these proceedings. Benjamin Payton keynoted the conference by describing a major task of American education as providing individuals with mobility, equity, and opportunities for a better economic life. M. Susana Navarro spoke about the effects that new state standards for quality in education have had on the access of minority students to higher education. James Blackwell offered 12 suggestions aimed at increasing access and reducing the attrition rate of minority students in college and professional schools. Constance Clayton described a number of successful Black and Hispanic high schools. Bernard Gifford suggested that teacher testing might serve as a form of recognition for educators who wish to demonstrate special proficiency in their profession. Raphael Cortada pointed out the specific problems that community colleges now face in an age of change without growth. Tomas Arciniega and Steven Arvizu made specific suggestions that colleges can implement in order to improve quality and equality on their campuses. Frank Newman closed with a historical as well as a future look at American education. (PN)

ED 264 835 IR 011 919

Exploratory Computer Literacy Curriculum Guide, Grades 7-8.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO.- RS-85-7792
PUB DATE- May 85
NOTE- 142p.; For similar guides for grades 1-6, see ED 256 289 and ED 260 689; for a curriculum guide for grades 9-12, see IR 011 920.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; *Computer Software; Curriculum Enrichment; Educational Media; Glossaries; Grade 7; Grade 8; Junior High Schools; *Learning Activities; *Microcomputers; *Models; State Curriculum Guides; Statewide Planning
IDENTIFIERS- Database Management Systems; *Hawaii; Spreadsheets

Designed to offer direction for classroom teachers and administrators in the development of an exploratory computer literacy program for grades 7 and 8, this resource unit comprises four major sections, four appendices, and two resource lists. The introductory section provides information on the history of Hawaii's computer literacy program; cites its three parts--an exploratory component, a computer science component, and a vocational-technical component; states this guide's intent to address the exploratory component; and explains the foundations and rationale for the publication. The section on curriculum addresses such questions as: (1) where this new program will be placed in the curriculum; (2) the instructional modes that will be involved; and (3) the teaching methodology that will be used. Four examples of instructional modes--topic, tutor, tutee, and tool--are explained and prescribed for specific learning situations. Four guidelines are given to assist secondary schools in implementing the exploratory computer literacy program, and five models are listed for delivering exploratory computer literacy via courses, unit content, or computer laboratories. Guidelines for curriculum development include a taxonomy of goals, objectives, and student expectations for exploratory computer literacy in grades K-12. A scope and sequence chart condenses the taxonomy into essential phases and shows, for grades 7 and 8, the benchmark grade at which it is recommended that each student expectation be met. The final section provides sample activities for classroom use within the major categories of entry level, language arts, mathematics, science, and social studies. Each sample activity includes suggestions for teachers on instructional mode, prerequisites, classroom management, materials, time required for activity, and teacher preparation. Appendices include an exploratory computer literacy framework, task force recommendations, a glossary of computer acronyms and terms, and bonus activities. Resources listed include teacher references and recommended periodicals, and related films and videotapes. (JB)

Statewide Computer Literacy Study. Final Report (and) Appendix.

Systems for Training and Applied Research, Inc., Lexington, KY.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau. Office of Educational Technology and Telecommunications.
PUB DATE- Jan 83
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); *Computer Literacy; Elementary Secondary Education; Futures (of Society); Literature Reviews; Microcomputers; Questionnaires; State Departments of Education; State Surveys; *Statewide Planning; Teacher Education; *Use Studies
IDENTIFIERS- *Alaska; Computer Uses in Education

This final report of a statewide computer literacy study for the state of Alaska is divided into several sections. A general introduction provides the history of the project and an outline of its three stages: (1) a national review of the status of computer literacy through a computerized literature search; (2) a telephone survey of representatives of Alaskan school districts and documentation collection from the State Department of Education to determine the status of computer literacy in Alaska; and (3) a 3-day computer literacy workshop for representatives of the educational and industrial sectors. The workshop participants were divided into two major planning groups--one to develop definitions and objectives for citizen computer literacy for the state, and the other to develop definitions and objectives for vocational computer literacy. Sections II-IV of the report provide an in-depth analysis of each of these three phases. In addition, data collected through the telephone survey, a summary of the results, and three conclusions are reported for the second stage of the study. The report of the citizen literacy group is contained in Section III and the report of the vocational computer literacy group in Section IV; Section V presents a summary of the recommendations of both groups. A separately bound appendix contains two keynote addresses, a seven-page selected bibliography, a report of a 1982 school survey, a planning conference participant list, and the agenda for the Alaska Statewide Computer Literacy Planning Conference. (JB)

ED 264 873 IR 051 370

Ellsbury, Susan; And Others
Term Paper Workshop.
Mississippi Library Assocation, Yazoo City.
PUB DATE- 11 Nov 83
NOTE- 40p.; Workshop presented by the Mississippi Library Instruction Roundtable at the Annual Convention of the Mississippi Library Association (Jackson, MS, November 11, 1983). Some pages will have marginal reproducibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Higher Education; *Information Needs; *Instructional Materials; *Library Instruction; Library Materials; Library Planning; *Library Skills; Public Libraries; Questionnaires; *Research Papers (Students); School Libraries; Search Strategies
IDENTIFIERS- *Mississippi

The purpose of this term paper clinic workshop was to provide information on options that can be used when students need information for research papers. The workshop is designed for librarians in any type of library who deal with students working on term papers. Three types of term paper clinics are discussed: individual conferences; group sessions; and a combination of the two. Items to consider when planning a term paper clinic are outlined: objectives, instructors, logistics, techniques, materials, and evaluation. Three examples of materials that could be used are appended: a general approach, with exercises and handouts; a brochure to complement a workshop; and a subject-specific exercise. A bibliography and evaluation form are also appended. (THC)

ED 264 888 IR 051 398

Stevenson, Betty Satterwhite, Ed.
1985 Update of Materials in the Sarah K. Davidson Family-Patient Health Education Library with Addresses of Publishers of All Listings, and Addresses of Resources from Which Pamphlets and Fact Sheets Are Available.
Rochester Univ., NY. Medical Center.
PUB DATE- 85
NOTE- 68p.; For the original listing, see ED 224 454.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Child Abuse; Child Development; *Death; Dietetics; *Disabilities; *Diseases; Health Materials; *Hospitalized Children; *Hospital Libraries; Human Body; Nutrition; *Patient Education; Pediatrics; Physician Patient Relationship; Reference Materials
IDENTIFIERS- Patients Rights

This update of a bibliography published in 1981 lists selected holdings of the Sarah K. Davidson Family-Patient Library, which is located in the Strong Memorial Hospital of the University of Rochester (New York); it is intended for use with the original bibliography. To aid in ordering books and seeking further information on various topics, this update includes the addresses of publishers and of resources from which pamphlets and fact sheets are available. A listing of organizations from which information on a broad range of health related topics can be obtained is also included. More than 500 books, periodicals, and reprints, as well as sources of pamphlets and further information are presented under the following topics: adolescence, advocacy, allergy-asthma, arthritis and allied diseases, autism, birth defects, blood disorders including hemophilia and sickle cell anemia, the body, burns, cancer, cerebral palsy, child abuse, child development, children's books on health topics, chronic illness, cleft lip and palate, contagious and infectious diseases, cystic fibrosis, death and dying, diabetes mellitus, diets and nutrition, Down syndrome, epilepsy, eye disorders, gastro-intestinal disorders, general handicaps, genetic disorders, hearing and speech, the heart, hospitalization, learning disabilities, mainstreaming, medicine today, mental health, mental retardation, muscular dystrophy, neurological disorders, orthopedic disorders, physician-patient relationships, reference works, renal disorders, respiratory disorders, scoliosis, short stature, spina bifida, sudden infant death syndrome (SIDS), and venereal disease. (THC)

ED 264 914 JC 860 034

Beck, Marilyn C.; And Others
A Florida Community College Teacher Education Review: The Role of Florida Community Colleges in Teacher Education.
Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.
PUB DATE- 85
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; *Community Colleges; Financial Support; *Inservice Teacher Education; *Preservice Teacher Education; State Surveys; Teacher Certification; *Teacher Education; Teacher Recruitment; Teacher Supply and Demand; Two Year Colleges
IDENTIFIERS- *Florida

In accordance with Florida statutes, the state's Division of Community Colleges conducted a program review of teacher education in Florida's community colleges. Two questions were examined: (1) What role does the community college system currently play in teacher preparation and continuing education? and (2) What role should the community college system play in the state's effort to deal with the problem of teacher supply and demand? The six consultants employed by the Division of Community Colleges visited all 9 of the state universities, 15 of the community colleges, and 15 of the school districts in the state, deriving observations, findings, and recommendations from the visits. Study findings included the following: (1) community colleges were deeply involved in a full range of teacher education activities, but there was an almost total absence of systematic planning and coordination at the state and local levels; (2) approximately 49% of the teachers receiving teacher training in Florida's public universities did so after attending a Florida community college; (3) community colleges will remain the primary entry point for Florida's postsecondary students for the foreseeable future; (4) community colleges varied dramatically with respect to their curricula for future teachers; (5) community colleges were underutilized as resources for inservice teacher education; and (6) the consultants identified needs for local determination of appropriate inservice activities, for clarifying recertification rules, and for an increase in resources to provide adequate support for inservice projects provided by community colleges. The study report includes a chart presenting the consultants' recommendations, along with staff comments, actions recommended for the State Board for Community Colleges, implementation action and date, and follow-up activities. (EJV)

ED 264 927 JC 860 051

Baker, Ronald

An Analysis of the Public Feeder High Schools in the MiraCosta Community College District.

Mira Costa Coll., Oceanside, Calif.

PUB DATE- May 85
NOTE- 19p.; Submitted to the Strategic Planning Team.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *Attendance Patterns; *College Attendance; *College Bound Students; College School Cooperation; Community Colleges; Enrollment Influences; *Enrollment Trends; High Schools; *High School Seniors; Population Trends; Student Recruitment; Two Year Colleges

A study was conducted to analyze the enrollment patterns of high school seniors from the eight public feeder high schools in the MiraCosta Community College (MCC) District. Using the California Community Colleges Student Data System and information obtained from the County Department of Education and each feeder high school, the study examined the following: the numbers of high school students grades 9 to 12 enrolled during the past 5 years, high school dropout and graduation rates, enrollment at MCC from feeder schools, MCC unit load of recent high school graduates, and sources of MCC student enrollment. Study findings included the following: (1) paralleling trends seen nationwide, the number of seniors attending MCC's feeder high schools declined in recent years, hitting a low point in fall 1983 of 1,627 students, followed by a 3.3% increase in fall 1984; (2) of the 1,664 students who graduated from the feeder high schools in 1984, 205 students enrolled at MCC in Fall 1984; (3) 32.4% of total fall credit enrollment at MCC were new students classified as first-time transfers or first-time transfers from another district; (4) 28.5% of the Class of 1984 were enrolled at MCC on a full-time basis; (5) only 6.3% of first-time students enrolled at MCC in Fall 1984 came directly from the feeder high schools; and (6) the number of 18 and 19 year olds living in the MCC District dropped from 11,472 to 6,064 between 1980 and 1985. Based on study findings, it was concluded that increased recruiting at feeder high schools would not solve MCC's enrollment problem and that MCC's ability to enroll new students was completely dependent upon populations of students the college could not easily control or predict. (LAL)

Watson, Beverly H.
Part-Time Early Childhood Education Program Curriculum Guide.
British Columbia Dept. of Education, Victoria. Post-Secondary Dept.
REPORT NO.- ISBN-0-7726-0327-8
PUB DATE- May 85
NOTE- 233p.; Based upon "Competencies in Early Childhood Education," a publication of the Program Research and Development Branch, Ministry of Education.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assignments; Child Development; Class Activities; Course Content; *Course Descriptions; Curriculum Guides; *Early Childhood Education; Foreign Countries; Higher Education; *Methods Courses; Practicums; Practicum Supervision; Resource Materials; Student Evaluation; *Teacher Education Curriculum; Teacher Educators
IDENTIFIERS- *British Columbia

This curriculum guide provides instructors in part-time early childhood education programs with a comprehensive overview of course descriptions, themes and topics, classroom activities and assignments, and resources. Presented in four sections--including first year courses, first year observation practicum information, second year courses, and first and second year student practicum information--the guide covers the following specific curriculum courses: child growth and development; foundations of early childhood education; the learning child; guiding and caring for young children; language; literature; science; mathematics; social studies; cooking; creative arts; music; movement; parent/teacher/community relations; health and nutrition; and first aid. Resource lists and classroom activities and assignments for each course are described. Finally, competency assessment booklets are provided for evaluating student competency during the practicum. (DST)

Caton, Albert, Ed.; And Others
Harvesting the Ocean: 1. The Ocean.
Curriculum Development Centre, Canberra (Australia).
REPORT NO.- ISBN-0-642-96262-6
PUB DATE- 84
NOTE- 121p.; Photographs may not reproduce well. For the teachers' guide and other student booklets, see SE 046 326-329.
AVAILABLE FROM- Prentice-Hall of Australia, P.O. Box 151, Brookvale NSW 2100, Australia ($17.95--Australian currency--for complete series).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Ecology; Elementary School Science; Interdisciplinary Approach; Intermediate Grades; *Learning Activities; *Marine Education; *Oceanography; *Science Activities; Science Education; Seafarers; Secondary Education; Secondary School Science; *Water Resources; Wildlife
IDENTIFIERS- *Pacific Ocean

This booklet is the first in a series of three interdisciplinary units which focus specifically on the Pacific Ocean and its surrounding countries. The booklet, designed for lower secondary students, provides an introduction to the ocean environment such that students can understand the physical factors underlying issues raised by the other two units. The readings and interdisciplinary activities (science, art, social studies, English, and home economics) are presented in sections dealing with these topic areas: (1) introducing the Pacific Ocean, including countries and islands of the Pacific; (2) ocean creatures, examining plankton (drifting populations), nekton (active swimmers), benthos (bottom dwellers), seabirds, and the flow of food (food chain, food web, and food pyramid); (3) exploring the surface of the ocean, examining how objects stay afloat, early navigators, waves, currents, tides and the composition of sea water; and (4) exploring the depths of the ocean, focusing on the shape of the ocean floor (including continental margins and the deep ocean floor), characteristics of deep water (light, temperature, salinity, and pressure), measuring the depth of the ocean, and the possibility of a city beneath the sea. (JN)

ED 265 041 SE 046 342

Rivers and Streams. Habitat Pac.

Fish and Wildlife Service (Dept. of Interior), Washington, D.C.; National Inst. for Urban Wildlife, Columbia, MD.

SPONS. AGENCY- EXXON Corp., New York, N.Y.

PUB DATE- Sep 85

NOTE- 38p.; For related documents, see ED 251 306-307, and SE 046 343.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Animals; Ecology; Educational Games; *Environmental Education; Intermediate Grades; Junior High Schools; *Learning Activities; *Outdoor Activities; Science Activities; Science Education; *Water Resources; *Wildlife

IDENTIFIERS- *Rivers; Streams

The materials in this educational packet consist of an overview, three lesson plans, student data sheets, and a poster. The overview describes the flow of a river from its source to its mouth. A glossary and list of reference materials are included. The lesson plans provide a statement of purpose, list of learning outcomes, and instructional strategies. The first two lessons (involving a treasure hunt in which students match objects in the environment to a list of characteristics, and survey a river/stream and evaluate it from the point of view of a plant or animal) include a quiz and student data sheet. The third lesson is a water resources game in which students learn about the management problems of rivers and streams regarding water use. Ready-to-duplicate game items (including the game board) are provided. The two-sided poster has (on side 1) three pictures showing a river from its source to its mouth and (on side 2) background information for the water resources game in the third lesson. An additional student sheet is also included with a maze to complete on one side and instructions for making a note on a piece of driftwood on the other side. (JN)

ED 265 057 SE 046 358

Cole, John R.
Misquoted Scientists Respond.
PUB DATE- 81
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- Controversial Issues (Course Content); *Creationism; *Evolution; Opinion Papers; *Opinions; *Science Education; *Scientists

This paper points out that creationists have developed a skill unique to their trade, namely, that of misquotation and quotation out of context from the works of leading evolutionists. This tactic not only frustrates scientists but it misleads school board members, legislators, and the public. A representative sampling of scientists' responses to misquotation and misrepresentation by "scientific" creationists is provided. The scientists responding are: Dr. Richard Lewontin; Dr. Niles Eldredge; Dr. Stephen Jay Gould; Dr. David M. Raup; Dr. Laurie Godfrey; Dr. Isaac Asimov; and Dr. Ashley Montagu. Their comments (which were prepared for this article or excerpted from previously published material) should lay to rest some of the claims that leading "authorities" in science are lending support to antievolutionary arguments or that evolution is no longer accepted by the scientific community. (JN)

ED 265 073 SE 046 374

Directory of UNFPA-Funded and Unesco-Assisted Population Education Projects in Asia and the Pacific.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKP/84/OPE/584-1500
PUB DATE- 84
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Curriculum Development; *Educational Objectives; Elementary Secondary Education; *Instructional Materials; *Material Development; Nonformal Education; Nonschool Educational Programs; *Population Education; Program Content; *Program Descriptions; Program Evaluation
IDENTIFIERS- *Asia; *Pacific Region; UNESCO

The purpose of this directory is to list by country, the UNFPA-funded and Unesco-assisted organizations engaged in population education in Asia and the Pacific. It includes information on the scope of population education programs in the region as well as activities and accomplishments in the field. The directory has two parts. The first part consists of population education programs in 13 Asian countries (Afghanistan, Bangladesh, China, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Philippines, Sri Lanka, Thailand, and Viet Nam) and the second part includes those in six Pacific countries (Micronesia, Fiji, Marshall Islands, Palau, Solomon Islands, and Tonga). Entries are classified alphabetically by country. Each project is described in terms of project title, duration, implementing unit, contact person and address, funding source, executing agency, objectives, scope, and major accomplishments. For purposes of the directory, the major achievements of each organization highlight what has been achieved in the following areas: institutionalization; curriculum and materials development; orientation or training; Countries which have formally established population education sub-offices or branches at the state, region, province, or district level are also included in this directory. (JN)

ED 265 120 SP 026 894

Reddick, Thomas L.; Peach, Larry E.
A Study of the State of Tennessee Career Ladder Program for Teachers.
PUB DATE- 7 Nov 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; *Program Attitudes; *State Programs; *Teacher Attitudes; Teacher Evaluation; Teacher Morale
IDENTIFIERS- *Career Ladder Program; *Tennessee

A total of 516 teachers in 25 school systems in Middle Tennessee responded to a questionnaire relating to their attitudes about the Career Ladder Program in Tennessee. The program delineates a five-step classification system: (1) probationary teachers; (2) apprentice teachers; (3) career level I teachers; (4) career level II teachers; and (5) career level III teachers. About half of the teachers surveyed believed that the program will improve the quality of instruction in Tennessee public schools. However, most teachers did not think that the program will necessarily attract more qualified individuals into the teaching profession nor serve as an incentive for educators to remain in the field. About 85 percent of the teachers felt that the program will cause morale problems because of the pay differentials, but 40 percent stated that they had become better teachers because of the career ladder program. While most respondents felt that prospective teachers should be required to pass a competency examination, most did not believe that those presently teaching should be required periodically to pass a test measuring their knowledge and skills in their content area. Most teachers did not report that fair evaluations were likely to occur in their school system. (CB)

ED 265 138 SP 027 048

Crohn, Leslie
Collection of Training Materials. An Annotated Bibliography.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 106p.; Printed on colored paper. Charts contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Information Dissemination; *Resource Materials; *School Administration; School Districts; *School Organization; *Staff Development; State Departments of Education

This collection of training materials has been compiled and organized as a resource for providing support to regional dissemination and school improvement projects and activities. The materials comprise a broad spectrum of resources applicable to the training needs of personnel in intermediate and local education agencies, state departments of education, and Regional Exchange organization in four major areas: (1) education; (2) management/organization development; (3) personal growth; and (4) trends in social change. Materials included in the collection cover a wide variety of topics and approaches relative to training needs in each of the four major areas of emphasis. The primary audience for the collection are those with staff development or training responsibilities. (JD)

ED 264 782 HE 018 958

Roberts, David
Approaches to Learning: An Institutional Study. Division of External Studies. Occasional Papers No. 5.
Riverina-Murray Inst. of Higher Education, Wagga Wagga (Australia).
REPORT NO.- ISBN-0-909561-79-6
PUB DATE- Sep 85
NOTE- 61p.
AVAILABLE FROM- Riverina-Murray Institute of Higher Education, P.O. Box 789, Albury, New South Wales 2640, Australia.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Collection; *Distance Education; Extension Education; Foreign Countries; Institutional Research; Learning Activities; Postsecondary Education; *Program Evaluation; Program Implementation; Questionnaires; *Student Attitudes; *Study Habits; *Teleconferencing
IDENTIFIERS- *Riverina Murray Inst of Higher Educ (Australia)

Distance education at Riverina-Murray Institute of Higher Education (RMIHE) in Australia is addressed in two papers by David Roberts. The first paper, "Approaches to Learning: An Institutional Study," discusses the results of 1984 questionnaires and diaries completed by RMIHE distance education students. Information was sought on how students approached learning from the study materials. Data are presented on such matters as the time students spent studying, how they timetable their study times, and the kinds of emphasis students place on their various learning activities. It is concluded that at RMIHE there is a mismatch between institutional and student expectations about learning approaches. The second paper, "Teleconferencing at Riverina-Murray Institute: Evaluation of a Pilot Study," considers the institute's first serious attempt to develop two-way communication with external students using teleconferencing. A timetable of events for planning and organizing the teleconferencing procedure is presented, along with information on six procedures for gathering data: observations, lecturer diaries, lecturer interviews, student questionnaires, student interviews, and audiocassette analysis. Data analysis is also discussed, and questionnaire and forms are included. (SW)

The Open Door Revisited: Assessment, Placement, Curriculum, Matriculation.

Kern Community Coll. District, Bakersfield, Calif.

PUB DATE- Oct 85
NOTE- 50p.; Appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Admission (School); Basic Skills; *College Attendance; *College Curriculum; Community Colleges; *Educational Testing; Prerequisites; Program Descriptions; Remedial Instruction; Required Courses; School Registration; *Screening Tests; *Student Placement; *Testing Programs; Two Year Colleges
IDENTIFIERS- *California

Offered within the context of proposed legislation affecting matriculation and assessment in California's community colleges, this report analyzes current assessment practices and basic skills programs in the Kern Community College District (KCCD) and offers options and recommendations for improvement. Chapter 1 provides an introductory discussion of the need for student assessment, the proposed matriculation legislation, and assessment practices at other colleges. Chapter 2 looks at assessment in the KCCD, focusing on catalog statements regarding testing services; registration procedures at each college; and reading, writing, and mathematics assessment practices and standards. After chapter 3 reviews skills prerequisites for KCCD courses, chapter 4 considers basic skills courses and enrollments in the district. Finally, chapter 5 reviews options and offers recommendations. Appendices include an overview of assessment at the colleges and data on KCCD courses with and without prerequisites. (AYC)

ED 264 957 PS 015 541

Ball, Stanley
Valuable Alternatives to Keyboarding in Grades K-3.

PUB DATE- 27 Sep 85
NOTE- 20p.; Paper presented at the Fall Conference on Perspectives on the Young Child and the Computer (Austin, TX, September 27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Computer Software; Criteria; *Elementary School Students; *Kindergarten Children; *Microcomputers; Primary Education
IDENTIFIERS- *Computer Uses in Education; *Keyboarding

In all likelihood, computer use in early childhood will continue to increase. However, there is reason for concern about how computers will be placed into classrooms, what activities will be chosen for children, what interactions will take place, and whether these interactions will consider appropriate readiness and development levels. Computers should be used to promote cognitive development of young people in the classroom. Such use should: (1) take advantage of the powerful interactive nature of the computer; (2) consider the readiness of the child; and (3) not require sophisticated keyboarding skills. Research and reviews of software suggest that valuable software satisfying these criteria is available. Included in this document is a list of 20 software packages reviewers see as having qualities that promote thought processes in kindergarten children and primary school students. (RH)

Blosser, Patricia E.
Research Related to Instructional Materials for Science. ERIC/SMEAC Science Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- NIE-400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Achievement; *Elementary School Science; Elementary Secondary Education; *Instructional Materials; Meta Analysis; *Science Course Improvement Projects; Science Curriculum; Science Education; Science Instruction; Science Materials; *Secondary School Science; Teaching Methods; *Textbooks
IDENTIFIERS- ERIC Digests; *Science Education Research

The first science education digest for 1985 focused on data obtained by use of meta-analysis techniques on research studies of science instruction. Instruction seldom takes place without instructional materials, so this second digest is a companion one containing a discussion of science education research on instructional materials. Data are shown which support the idea that the science curriculum improvement project materials developed after 1955 were successful in promoting student achievement in the use of science process skills, in creativity, and in higher cognitive skills at both elementary and secondary school levels. Research, however, has focused more on programs than on textbooks. Because teaching from, and with, textbooks is the dominant method of instruction in many science classes, research is needed on such areas as how students learn to use textbooks to become independent learners and how to write them to promote efficient learning. (JN)

Paradiso, James R.
Fail-Safe Entrepreneurship: Six Reasons You Shouldn't Start a Small Business.
PUB DATE- 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration; Business Education; Economic Factors; *Entrepreneurship; *Small Businesses

Given the statistic that 97 percent of all new businesses fail, it is unwise to enter into a new small business venture. Many aspiring entrepreneurs lack the characteristics and background they need to survive and instead display several common characteristics which predispose them to failure, such as being non-aggressive and casual, failing to develop an action plan or seek professional advice, and lacking sufficient managerial experience. Moreover, they often do not realize the number of uncontrollable factors working against the success of a new business. These negatives are presented as a six-point argument, following which readers are invited to make tape-recorded rebuttals to each point, then wait a week, then play back the tape as detached observers while mentally asking a set of objective questions about the person on the tape as a potential business owner. The person who can answer all these questions positively might be among the three percent of new business owners who succeed. (LP)

Wheeler, Alan H.
Beyond the Crossroads: Charting the Future.
PUB DATE- Nov 85
NOTE- 26p.; Initial Address to Faculty of the College of Education and Behavioral Science, Southeast Missouri State University, September 5, 1985. Second Draft.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperating Teachers; Field Experience Programs; Higher Education; Interdisciplinary Approach; *Preservice Teacher Education; Program Development; Program Length; Student Teaching; Study Abroad; *Teacher Education Programs

Strategies for implementing changes that will improve the effectiveness of teacher education are discussed. These include: (1) redesigning curriculum by incorporating entrance and exit criteria and a performance-based emphasis, allowing for continuous assessment of the effectiveness of the curriculum and ensuring a more individualized and personalized approach to instruction; (2) expanding field experience services by allowing for a more extensive internship, as well as by implementing early field experience programs; (3) careful selection, training, and rewarding of cooperating teachers; (4) seeking external funding opportunities to assist in support of program development, faculty/staff renewal, and purchasing of instructional materials/supplies/equipment, and travel funds; (5) expanding linkages and collaborative partnerships, teacher-professor exchanges, cooperative inservice programs, and team teaching efforts between university and school faculty; and (6) developing international programs and encouraging traveling, working, and/or studying abroad. Concluding remarks emphasize the importance of interdisciplinary studies linking talent and resources within and across departments. (JD)

ED 265 169 TM 850 632

McDaniel, Ernest; And Others
Measuring Spatial Ability with a Computer Managed Task.

PUB DATE- Aug 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Measurement; Cognitive Tests; *Computer Assisted Testing; *Flight Training; Postsecondary Education; Predictive Validity; *Simulation; *Spatial Ability; *Test Validity; Visualization; Visual Measures; Visual Perception
IDENTIFIERS- Rod and Frame Test; Shephard Metzler Rotations Test; *Wheatley Cube

This study presents data augmenting the validity studies of the Wheatley Cube (McDaniel and Kroll, 1984), a computer managed test of spatial visualization. Twenty-one students in pilot training are administered several instruments designed to measure the ability to construct a cognitive three-dimensional space, including: (1) the Wheatley Cube, (2) aircraft orientation task, (3) Shepard-Metzler Rotations Tests, and (4) Rod and Frame Test. Findings of this study suggest a moderately high relationship between performance on the Wheatley Cube and the Shepard-Metzler. Both tests perform equally well in predicting the ability of student pilots to quickly determine the orientation and direction of their aircraft in simulated flight. The Wheatley Cube does a remarkably better job of predicting performance on a cognitive task than does the Shepard-Metzler, suggesting that the Wheatley Cube may be measuring a somewhat different component of visualization than the Shepard-Metzler. (MO)

ED 264 822 IR 011 905

Crane, Valerie
Student Uses of the Annenberg/CPB Telecourses in the Fall of 1984.
Executive Summary and Final Research Report.
Research Communications, Inc., Chestnut Hill, MA.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- Feb 85
NOTE- 146p.; For related documents, see IR 011 906-908.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Diaries; *Distance Education; Educational Television; Higher Education; Instructional Material Evaluation; Interviews; Nontraditional Education; Questionnaires; Research Methodology; Statistical Significance; *Student Attitudes; *Student Reaction; Surveys; Teaching Methods; *Telecourses
IDENTIFIERS- Focus Group Assessment

Research was conducted to examine student response to the fall 1984 Annenberg/CPB (Corporation for Public Broadcasting) telecourse experience and to determine factors that influenced students' decisions to take and/or drop the course, how they used the materials available to them, how effective they found these materials to be, and how this course experience compared to other college course experiences. Course use was examined in three ways: focus study sessions, study logs maintained by students, and a telephone survey of those who dropped the courses. A total of 200 students in 26 institutions participated in the study of 5 courses: (1) Brain, Mind and Behavior; (2) The Write Course; (3) The Constitution: That Delicate Balance; (4) The New Literacy; and (5) Congress: We the People. The first of two sections in this document provides an executive summary of the study, which includes conclusions and recommendations, a summary of the study's findings, and its research methodology. The second section contains the final research report, which presents data on: (1) participants' college enrollment status; (2) Annenberg/CPB telecourse enrollment patterns; (3) students' experiences with the telecourses; (4) the role of the institution in the telecourse experience; (5) assessment of the telecourse materials; (6) overall course assessment; and (7) questionnaire responses. (JB)

ED 264 972 PS 015 579

Cryer, Debby; And Others
(Family Day Care.)
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 85
LANGUAGE- English
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; *Child Caregivers; Correspondence Study; Early Childhood Education; *Family Day Care; *Independent Study; Introductory Courses; *Learning Modules; Postsecondary Education; Readability; Resource Materials; *Training; Units of Study
IDENTIFIERS- CDA; Child Development Associate

Provided are an introductory family day care correspondence course, a trainer's resource manual, and information packets for trainees. The introductory course is organized into 12 topic units plus an introductory unit and covers various aspects of quality family day care. The course materials are organized in two sections: (1) general instructions for offering the family day care independent study course, and (2) the units. Topic units focus on nutrition, caregiver/parent relationship, health and safety, planning an activity program, handling behavior problems, business ideas and methods, growth and development of young children, home arrangement ideas, cultural understanding, needs of handicapped children, community resources, and school age day care. Related materials, such as recordkeeping forms, are appended. The trainer's resource manual instructs trainers in the use of 13 information packets developed especially for family day care homes and includes appended materials about determining readability of materials for caregivers and the relation of the packets to child development associate (CDA) competencies. Each of the trainee's information packets contains at least six different items, all of which focus on a single topic. The topics of the packet materials are the same as the topics of the instructional units in the correspondence course which supplements the packets. (RH)

ED 265 104 SP 026 862

Lafayette, Robert C.
Education Theory and Methods: International Teacher Education.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- Mar 85
NOTE- 22p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872 and SP 026 874.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Training; *Global Approach; Higher Education; *International Education; *Methods Courses; Multicultural Education; *Preservice Teacher Education; *Teacher Education Curriculum

Implementation of global education in the classroom is possible only if the teachers themselves process a global content and are properly prepared to address the issue of globalness. In a discussion on traditional teacher education curriculum, it is noted that although virtually all teacher preparation programs include special methods courses at both elementary and secondary levels, a lesser number offer a general methods course in addition to the special one. A brief description of two outstanding international teacher education progams (Florida International University and Indiana University) illustrates that education theory and methods courses present an excellent opportunity to establish an international atmosphere in teacher education. In considering the best means for internationalizing teacher education, the role of the methods instructors should be viewed as pivotal to the development of an international perspective among students in teacher education programs. (JD)

ED 265 139 SP 027 053

Medication Administration Program for Unlicensed Personnel. A State Approved Program.

Minnesota Curriculum Services Center, White Bear Lake.

SPONS. AGENCY- Minnesota State Dept. of Health, St. Paul.
PUB DATE- 83
NOTE- 237p.
AVAILABLE FROM- Minnesota Curriculum Services Center, 3554 White Bear Ave., White Bear Lake, MN 55110, Catalog number B 0625 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; *Drug Education; *Medical Services; Medical Vocabulary; Paraprofessional Personnel; *Pharmacology; Technical Education

This text and course are intended to assist the trained medication aide in administering medications properly, safely, and effectively. There are six comprehensive units for instruction and reference: (1) legal requirements; (2) general drug information; (3) medical abbreviations and symbols and the medication order; (4) use of medication references; (5) body and drug systems; and (6) the administration of medications. Each unit is preceded by a key words section defining words, abbreviations, or phrases used in that unit. An introduction then provides the rationale for the unit. Essential information is found in the body of each unit. Finally, practice worksheets are available to assist the learner in using knowledge and skills in an exam-like situation. (JD)

Simmons, Howard L.
Survey Results: Findings and Analysis. Outcomes Data Required by State Approval/Licensure Agencies. Summary.
PUB DATE- Apr 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Accreditation (Institutions); *College Programs; Data Collection; Followup Studies; Graduate Surveys; Higher Education; Information Needs; National Surveys; *Outcomes of Education; *Program Evaluation; *State Licensing Boards; State Standards

Results are presented of a survey that investigated whether state agencies involved in licensure and/or program approval require "outcomes" information from colleges and universities. A brief questionnaire was completed by 45 State Higher Education Executive Officers members. For purposes of the survey, outcomes information was limited to followup studies of graduates. For each state/territory, a chart indicates whether there are current requirements or future plans for requirements for outcomes information. For 20 states, additional information is presented on their requirements. Nine of the states/territories have a current requirement for outcomes information for some aspect of licensure, accreditation, program review, or renewal. While 30 respondents have no current or future plan for an outcomes information requirement, 6 have no current requirement but do have future plans for one. It is concluded that most state agencies do not currently have or intend to have an outcomes requirement as defined in the study. However, there is some evidence of movement toward greater accountability through program review. It appears that the greater the requirement for outcomes information, the closer the state agency seems tied to traditional accreditation concepts and assessment of quality. (SW)

ED 264 810 HE 018 992

Student Data Report, Oklahoma Higher Education, 1984-85.

Oklahoma State Regents for Higher Education, Oklahoma City.

PUB DATE- Oct 85
NOTE- 92p.; For an earlier report, see ED 256 283.
AVAILABLE FROM- Oklahoma State Regents for Higher Education, 500 Education Building, State Capitol Complex, Oklahoma City, OK 73105.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Age Groups; College Freshmen; *College Students; College Transfer Students; Comparative Analysis; *Enrollment Trends; Females; Higher Education; Majors (Students); Males; Place of Residence; Private Colleges; Racial Distribution; State Colleges; State Surveys; *Student Characteristics
IDENTIFIERS- *Oklahoma

The 1984-1985 Student Data Report, which is derived from the Oklahoma Regents' Unitized Data System, is presented. Statistical data and narrative sections cover movement into college, enrollments, student distribution, student progression, and transfer of students. Specific topics include: average annual movement of Oklahoma students into college from high school; high school senior and first-time freshmen enrollments by county; first-time freshmen enrollment (comparison with the previous year); headcount enrollment by class level; enrollment by division; student semester hours by division; enrollment by race, sex, class level, and full-time/part-time status; unduplicated headcount student enrollments for public schools by race and sex; percentage of student enrollment by race within the institution; percentage of student enrollment by race within the state system; public and private enrollments by program of study and class level; public enrollments by county; public college enrollment by age, sex, race, and class level; public undergraduate study progression; transfer pattern of students; distribution of financial aid dollars; and financial aid by institution. Findings from the summary include: 45% of the enrollment were 25 years old and older, and 45% were enrolled part-time. (SW)

The Feasibility of Computer Networking in Education. A Study Submitted to the Thirteenth Session of the Alaska State Legislature.

Alaska State Dept. of Education, Juneau. Office of Educational Technology and Telecommunications.

PUB DATE- Jan 83
NOTE- 118p.; For the proceedings of the Annual Alaska Small Schools Conference (4th, Anchorage, AK, December 3-5, 1984), see ED 257 600.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Cost Estimates; Diffusion (Communication); Feasibility Studies; *Information Networks; Instructional Innovation; *Microcomputers; Program Implementation; State Departments of Education; State School District Relationship; *State Surveys; *Telecommunications; Use Studies
IDENTIFIERS- *Alaska; Computer Networking Research; *Computer Uses in Education

A 4-month study was conducted to determine the feasibility and desirability of computer networks for instruction and educational administration in Alaska. Five major activities were carried out to collect the necessary information: (1) interviews with representatives of other Alaska government agencies; (2) a survey of district office staff; (3) a survey of a large sample of Alaska educators; (4) a meeting with representatives from state agencies and local districts; and (5) a review of technical information. Technical information gathered suggests that the hardware and software necessary to implement computer networking in Alaska education are, for the most part, currently available. Also, surveys and discussion with Alaska educators suggest they believe the quality of education in their localities could be enhanced by improved communications resulting from computer networking efforts. However, many educators were reluctant to expend limited local resources for electronic communications simply to enhance the timeliness of the information being sent, and ranked networking activities as less critical than several other educational computer areas. It was concluded that the Department of Education should conduct activities to investigate implementation of educational networks, but that this should not preclude providing support in other areas of educational technology. Appendices include copies of technical materials from the 1982 and 1983 Annual Alaska Small Schools Conferences. (JB)

ED 264 861 IR 051 358

Provision of Federal Government Publications in Electronic Format to Depository Libraries. Report of the Ad Hoc Committee on Depository Library Access to Federal Automated Data Bases to the Joint Committee on Printing, United States Congress.

Joint Committee on Printing, Washington, D.C.

REPORT NO.- Senate-Prt-98-260

PUB DATE- 84

NOTE- 139p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (S/N:052-070-05970-2).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Databases; *Depository Libraries; *Government Publications; *Information Retrieval; Information Storage; *Information Systems; *Library Networks; Library Statistics; Library Surveys

IDENTIFIERS- Congress 98th; Electronic Publishing

Representing both the public and private sectors, members of an ad hoc committee were charged by the Joint Committee on Printing of the U.S. Congress with evaluating the feasibility and desirability of providing access to federal government information in electronic formats to depository libraries. Appointed in May 1983, the committee was asked to determine: (1) what and how much federal government information is in electronic format; (2) whether depository libraries have the ability to access the new formats; and (3) what the costs and benefits of providing information in electronic format would be. Deliberations were organized around a series of briefings on governmental and private information programs, electronic distribution systems, automated databases, and state-of-the-art technology. A survey was conducted of all depository libraries (1,382) to determine the current use of electronic hardware and computerized databases as well as their participation in local/regional/national networks providing access to this type of information. Responses were received from 1,291 (93.4%). Chapter I presents the committee's findings under the headings: Availability of Federal Data in Electronic Format; The Depository Library Community; The State of Technology; and Major Issues or Themes in Transfer of Electronic Data to Depository Libraries. Recommendations presented in Chapter II include: the Resolution; proposed pilot projects; criteria for selecting publications; criteria for selecting libraries; monitoring the pilot program; impact on users; and pilot project costs. Appendices include: a schedule and individual summaries of 23 speakers' presentations; a summary of the Office of Technology Assessment (OTA) workshop held February 1, 1984; a copy of the questionnaire; a summary of the findings; statistical tables; and glossaries of acronyms and terms. Selected references and an index are also provided. (THC)

ED 264 874 IR 051 384

Ryan, Joe
Facsimile Transmission Use in Libraries.
PUB DATE- 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Facsimile Transmission; *Information Dissemination; Information Networks; *Interlibrary Loans; *Libraries; *Use Studies
IDENTIFIERS- *Document Delivery

Facsimile is an electro-mechanical system for transmitting and receiving images. Libraries began to take an active interest in using facsimile equipment in the latter part of the 1960s. Since that time, telefacsimile has been used by libraries primarily as a method of reducing document delivery time between cooperating interlending institutions. This bibliography focuses on the use of telefacsimile equipment within libraries. Also included are selected documents relating to business use or technical specifications as deemed relevant. Other forms of document delivery or electronic mail are not included. Journal articles, books, conference proceedings, and technical reports are included in this 192-item bibliography which is arranged alphabetically by author. A selected subject and geographic index are included. (THC)

ED 264 928 JC 860 052

Heck, James
Community College Honors Program.
Florida Univ., Gainesville. Inst. of Higher Education.
PUB DATE- Feb 86
NOTE- 103p.; Based on a dissertation completed at the University of Florida.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Educational Assessment; *Honors Curriculum; *Institutional Evaluation; Models; *Program Development; *Program Implementation; Surveys; Two Year Colleges

A study was conducted to determine whether the strategies and tactics employed in the implementation and continuation of well-established honors programs at selected community colleges followed the five stages that Martorana and Kuhns identified as phases in the life cycle of academic innovation (i.e., exploration, formulation, trial, refinement, and institutionalization). Following informal surveys of chief administrators at 80 community colleges in Florida and other selected states, qualitative research methods were used in in-depth studies of the honors programs at three selected colleges (Daytona Beach Community College in Daytona Beach, Florida; DeKalb Community College, Atlanta, Georgia; and Rockland Community College, Suffern, New York). Study findings, included the following: (1) all three colleges employed strategies and tactics corresponding to the exploration, formulation, refinement, and institutionalization stages theorized by Martorana and Kuhns; (2) insufficient evidence existed to demonstrate that any of the three study sites experienced a trial stage; (3) all strategies and tactics used by the community colleges could easily be categorized within one of the five stages; (4) the developmental stages did not have absolute time-sequence boundaries; and (5) few respondents were able to articulate a comprehensive view of the establishment and continuation of honors programs. The study report includes a description of a model for the establishment and continuation of honors programs structured around the four stages employed by the community colleges involved in the study. (LAL)

ED 264 943 PS 015 509

Barnett, W. Steven
The Perry Preschool Program and Its Long-Term Effects: A Benefit-Cost Analysis. High/Scope Early Childhood Policy Papers, No. 2.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
REPORT NO.- ISBN-0-93-1114-34-9
PUB DATE- 85
NOTE- 124p.; For related documents, see ED 262 902-903 and PS 015 510.
AVAILABLE FROM- High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Compensatory Education; *Cost Effectiveness; Crime; Delinquency; *Developmental Programs; Early Childhood Education; Educational Benefits; *Educational Policy; Elementary Secondary Education; Employment; Higher Education; Intervention; Longitudinal Studies; Outcomes of Education; Position Papers; Preschool Children; *Preschool Education; *Program Costs; Program Effectiveness; Salaries; Tables (Data); Welfare Services
IDENTIFIERS- *Perry Preschool Project

This report details a benefit-cost analysis of the Perry Preschool program and describes the program's long-term effects. Conducted since 1962, research on the Perry Preschool program constitutes one of the strongest and best-known sources of support for the long-term efficacy of early intervention with disadvantaged children. The Perry Project collected data on 123 3- and 4-year-old disadvantaged black children (with no discernible physical handicaps) during the years of the preschool program, through the early elementary years, at age 15, and at age 19. Analysis of this data shows that the preschool program had a variety of significant positive effects on the children attending. These effects are the basis for comparing the economic benefits of one or two years of preschool. The report is divided into six sections, each dealing with a category of program effects, including the following: (1) the program and its immediate consequences, (2) elementary and secondary education, (3) higher education, (4) delinquency and crime, (5) welfare, and (6) employment and earnings. Each section discusses the data, assumptions, and methods used to evaluate costs and benefits, as well as the results. A seventh and final section presents an overall view of the benefit-cost analysis in terms of profitability. Finally, the report discusses some of the policy implications of the analysis and some of the issues that must be addressed in making public policy choices based on this evidence. (DST)

ED 264 987 RC 015 415

Hendrix, Janey B.
Traditional Cherokee Food.
Cross Cultural Education Center, Inc. Park Hill, OK.
SPONS. AGENCY- Cherokee Education Center, Inc., Tahlequah, Okla.; Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 48p.
GRANT- G008101332
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian History; *Cooking Instruction; Cultural Activities; Cultural Education; *Cultural Influences; Elementary Secondary Education; *Food; *Legends; Mythology
IDENTIFIERS- *Cherokee Nation; *Cook Books; Oklahoma; Recipes (Food)

A collection for children and teachers of traditional Cherokee recipes emphasizes the art, rather than the science, of cooking. The hand-printed, illustrated format is designed to communicate the feeling of Cherokee history and culture and to encourage readers to collect and add family recipes. The cookbook could be used as a starting point for recipe collecting projects, to encourage participation in class activities by older community members, and for further reading assignments from the 12-item bibliography of children's books. Traditional cooking and cooks are described, as are Cherokee fire myths and the Sacred Fire and Green Corn ceremonies. Legends of maize, squash, pumpkins, and hominy and information about growing and preparing the staple foods of the Cherokees are given. Many recipes include history or folklore about the ingredients or the products and encourage consultation with experienced cooks to augment description of cooking techniques. A 27-item glossary is provided. (LFL)

ED 265 001 RC 015 576

Lujan, Harry A.; And Others
An Elementary Principal Preparation Program for American Indian Trainees. Final Report.
New Mexico State Univ., Las Cruces. Bureau of Educational Research.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Sep 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; American Indian Education; *American Indians; Elementary Education; *Elementary School Teachers; Employment Level; *Graduate Surveys; Higher Education; Internship Programs; *Masters Programs; *Principals; Program Descriptions; Program Evaluation
IDENTIFIERS- *New Mexico State University; Rockefeller Foundation

Implemented by personnel in the Department of Educational Management at New Mexico State University, this program trained 32 American Indian teachers to become elementary school principals during 5 1-year cycles. Program candidates held bachelor's degrees from accredited universities, had taught 3 years at the elementary level, and demonstrated career commitment to administration of Indian elementary education. The curriculum included standard credits for the Master of Arts in Educational Administration and additional courses such as tribal-community relationship, cultural maintenance, fiscal responsibility, and faculty growth. Students completed an internship at schools with high Indian populations in six states. Surveys to measure employment status of program graduates and their perceptions of the quality of the program found 57% of the 18 respondents employed in administrative positions, 39% in education-related fields, and 4% employed in fields not related to education; 89% of respondents rated the program very good to excellent. Perceived program strengths included course selection and diversity, internship, program personnel, and peer group relationships. Program weaknesses included course content in Indian education, general education, and administration, and job placement services. A program recruitment brochure and a list of program participants, their tribal affiliation, internship site, and degree date are appended. (LFL)

ED 265 042 SE 046 343

Estuaries and Tidal Marshes. Habitat Pac.

Fish and Wildlife Service (Dept. of Interior), Washington, D.C.; National Inst. for Urban Wildlife, Columbia, MD.

SPONS. AGENCY- EXXON Corp., New York, N.Y.
PUB DATE- Sep 85
NOTE- 38p.; For related documents, see ED 251 306-307, and SE 046 342.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Ecology; *Environmental Education; *Estuaries; Intermediate Grades; Junior High Schools; *Learning Activities; *Outdoor Activities; Science Activities; Science Education; *Wildlife
IDENTIFIERS- *Marshes

This educational packet consists of an overview, three lesson plans, student data sheets, and a poster. The overview examines estuaries and tidal or salt marshes by discussing the plants and animals in these habitats, marsh productivity, benefits and management of the habitats, historical aspects, and development and pollution. A glossary and list of reference materials are included. The lesson plans provide a statement of purpose, a list of learning outcomes, instructional strategies (including those related to student data sheets), a list of materials needed, and a quiz. The lessons focus on: (1) the influence of tides on the habitats; (2) productivity and recreational values of tidal marshes and estuaries; and (3) how estuaries function as "nutrient traps." The two-sided poster shows (on side 1) the plants and animals that live in the various zones of a salt marsh and (on side 2) a gallery of estuarine species and products that are important to commercial and sport fishing in the United States. An additional student sheet is also included with a "hidden animal puzzle" on one side and a poem which depicts the salt marsh experience on the other side. (JN)

ED 265 058 SE 046 359

Moore, Robert A.
The Impossible Voyage of Noah's Ark.
PUB DATE- 83
NOTE- 49p.
AVAILABLE FROM- Creation/Evolution Magazine, P.O. Box 146, Amherst Branch, Buffalo, NY 14226-0146 ($2.75; 10 or more, $1.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Animals; *Biblical Literature; Controversial Issues (Course Content); *Creationism; *Evolution; Geology; *Religious Factors; *Science Education
IDENTIFIERS- *Noahs Ark

A direct and definitive response to the creationist Noah's ark arguments is presented in this publication. Although the Bible is used as a constant reference point, the author does not engage in biblical criticism. The critique is rather directed at the leading creationist books and experimental studies that seek to scientifically prove that the ark story can be treated as secular history. Major areas examined include: building the ark; accommodating the animals (considering the genetic and taxonomic problems); survival of marine and freshwater animals, plants, and seeds; size limitations; gathering the cargo (considering animal migration, parasites and diseases, and boarding the ark); surviving the flood (in terms of the ark and the animals); caring for the cargo (discussing animal hibernation, feeding, special dietary needs, storage of food and water, sanitation and water disposal, ventilation, light and temperature levels, and problems for the crew); and disembarking on Mount Ararat, the release of the animals, and their survival and redistribution. The evidence considered suggests beyond any reasonable question that such a voyage never took place and could not possibly have ever occurred. A five-page bibliography is included. (JN)

ED 265 074 SE 046 375

Maletsky, Evan, Ed.
Student Math Notes.
National Council of Teachers of Mathematics, Inc., Reston, Va.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTORS- Correlation; *Enrichment Activities; *Geometric Concepts; Junior High School Students; *Mathematics Instruction; *Number Concepts; Probability; Secondary Education; *Secondary School Mathematics; *Statistics

Five sets of activities for students are included in this document. Each is designed for use in junior high and secondary school mathematics instruction. The first "Note" concerns magic squares in which the numbers in every row, column, and diagonal add up to the same sum. An etching by Albrecht Durer is presented, with four questions followed by activities on rotations and reflections with magic squares, the Lo-Shu magic square, building a magic square, diabolic squares, and a magic cube. Challenge problems are also included. The other "Notes," structured similarly with a variety of activities, concern: Random Walks; Probability: Quantifying Change; Tessellations; Patterns in Geometry; and Correlation: What Makes a Perfect Pair? Solutions are included. (MNS)

ED 265 121 SP 026 910

Patton, James M.
Alternative Approaches to the Certification of Teachers.
PUB DATE- 27 Sep 85
NOTE- 8p.; Paper presented at the Conference of the Virginia Association of Colleges for Teacher Education (Roanoke, VA, September, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Needs; Higher Education; *Nontraditional Education; *Teacher Certification; *Teacher Education
IDENTIFIERS- *Alternative Certification

The present educational reform movement has been focused upon quantitative and qualitative issues related to the way teachers and other instructional personnel are educated. Alternative models for educating teachers which differ from the traditional college or university teacher education program have again become attractive. This paper offers a philosophical/theoretical framework for the development of such programs among local school divisions, state departments of education and institutions of higher education. The issues of quality control and formative and summative evalutions of alternative teacher certification programs are explored. The approach described in this article calls attention to the importance analyzing the success of the products of those who complete these alternative programs. (Author/LR)

ED 264 889 IR 051 399

Cubbin, Sharon M.

OLLIE: An On-Line Library for Inter-Campus Exchange. Research and Development of a Master Educational Computer Program to be Placed on a Worldwide, Commercial, Computer Time-Sharing Network; Goal Being to Provide Accurate Course Information for Student Transfers.

PUB DATE- 85
NOTE- 11p.; Paper presented at the World Conference on Computers in Education (Norfolk, VA, August 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); *College Transfer Students; Community Colleges; Databases; Global Approach; *Higher Education; *Information Networks; *Intercollegiate Cooperation; *Online Systems; Position Papers; Program Proposals; *Transfer Policy

In researching articulation investigators discovered that 12% of students enrolled in U.S. educational institutions lost an average of 10 credits when transferring--a minimum total annual tuition waste of $270 million. It was determined that an online system was needed to provide academic institutions with information such as course equivalencies, curriculum guides, automated student transcript evaluations, transcript forwarding, graduate resumes, and college catalogs. In this paper, Inter-Campus Service (ICS), a project management group, proposes the development of OLLIE (an On-Line Library for Inter-Campus Exchange), to provide a worldwide commercial computer time-sharing network for such information. Each institution in the network, via the terminal/personal computer and modem, would be able to connect with the major time-sharing computer. In addition to general undergraduate curricula, articulation areas would include nursing, business, and military credits from public and private 2- and 4-year schools. Examples of proposed computer input and output from operational demonstration programs developed by ICS and cost estimates for a proposed 3-year pilot project are included. This paper describes the proposed development of OLLIE as including a pilot program, implementation, maintenance, user training, and future expansion. (Author/THC)

ED 264 902 JC 860 020

Ludutsky-Taylor, Tina; Halsey, Debra L.
New Mexico Community College Task Force Final Report.
New Mexico Association of Community and Junior Colleges, Santa Fe.
PUB DATE- 18 Dec 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); Associate Degrees; *College Role; *Community Colleges; Educational Assessment; Educational Finance; Educational Planning; Educational Quality; Financial Support; Governance; *Institutional Advancement; Professional Associations; *Public Relations; *Statewide Planning; Tuition; Two Year Colleges
IDENTIFIERS- *New Mexico

In September 1985, the New Mexico Community College Task Force was created by the New Mexico Association of Community and Junior Colleges to conduct a coordinated statewide information campaign about the educational programs and services provided by the state's 17 two-year colleges; and to address the critical issues facing these institutions. This report provides a summary of the activities of the Task Force between September and December, 1985. Following an explanation of why the Task Force was created, the report identifies nine issues facing the community colleges and offers a series of related recommendations for improving institutional growth and development. The issues and recommendations focus on the community colleges' mission; the associate degree; funding; educational quality; governance; tuition; linkages with high schools, business, industry and government; marketing; and articulation. A list of task force members is followed by a section detailing task force activities during the 3-month period, including meetings, media contacts, speaking engagements, advertising, college contacts, legislative contacts, and informal surveys. Appendices provide employment projections, and a fact sheet on New Mexico's community colleges. (LAL)

ED 264 915 JC 860 035

Vaughan, Jerry L.
The Future of Economic Development on the Galveston County Mainland: A Challenge Based upon Community Perceptions of Leadership Characteristics and Responsibilities.
Gulf Coast Future Issues Council, Inc., Texas City, TX.

PUB DATE- 8 Oct 85
NOTE- 30p.; For a related document, see ED 252 266.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Development; Community Leaders; *Economic Development; *Futures (of Society); Leadership; *Leadership Qualities; Leadership Responsibility; Problem Solving
IDENTIFIERS- *Texas (Galveston County)

A community survey conducted in Galveston County, Texas identified four attributes or characteristics of community leadership: problem-solving effectiveness; ability and willingness to accept responsibility; leadership cooperation; and leadership coordination of organizations. The leadership patterns found in Galveston County will effect the economic development potential of the county. Other influences on successful economic development include human elements, such as state and local leadership and a skilled workforce; business elements, such as effective business organizations and sources of venture capital; educational elements; transportation elements; research elements; and quality of life elements. In essence, the success of economic development hinges upon an organizational or community attitude that is reinforced by leadership characteristics. For Galveston County, these factors mean that, with leaders who have the vision or the inclination, economic development will probably occur in relation to the tourism-based culture of Galveston Island and focus on services to the local and traveling public, and entertainment and leisure activities. Tables and charts showing survey findings regarding community leadership are included. (EJV)

ED 264 958 PS 015 542

Campbell, Mary E.
Parenting Children from a Different Culture.
PUB DATE- Mar 85
NOTE- 18p.; Paper presented at the Annual Parenting Symposium (1st, Chicago, IL, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adopted Children; *Adoption; Blacks; Cultural Differences; Family Influence; Family Life; *Minority Group Children; *Parenting Skills; *Racial Factors; Racial Identification; Self Concept; *Social Adjustment; Social Support Groups
IDENTIFIERS- Identity Formation; *Transracial Adoption

Available research in the area of transracial adoptions is surveyed, emphasizing the programs and services which could be developed based on this accumulated knowledge. It is argued that, because of the implications for the growing number of lives involved, the area of cross cultural adoptive placements needs further research, thoughtful program development, and careful consideration by both the professionals in the field and the adoptive families. Issues discussed include children's self concept, racial identity, social adjustment, adoptive family life, identity formation, and age at time of adoption, particularly in relation to black and minority group children. Recommendations are made for helping adoptive families adjust to the cross culturally adopted child. (DST)

ED 265 014 SE 046 308

Bell, Paul E.
Staff Development Models Using the STS Approach for Content Renewal.
PUB DATE- 85
NOTE- 25p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Cincinnati, OH, April 19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Higher Education; Models; *Science Curriculum; Science Education; *Science Instruction; Staff Development; *Teacher Education; *Teaching Methods; *Technology
IDENTIFIERS- *Excellence in Education; *Science and Society

This paper discusses four conceptions of excellence (excellence as proficiency, excellence and disciplinary initiation, excellence as self-actualization, and excellence as social responsibility) and shows how they can be addressed within a science, technology, society (STS) approach to science instruction. Additional topics considered include: (1) the nature of the STS approach (which selects content according to students' experience rather than following the so-called "natural" topics identified in textbooks); (2) how STS instruction might work; (3) training teachers for STS instruction; (4) whether teachers can really learn to teach STS (listing nine requirements for STS teaching); (5) STS training programs; (6) teacher capabilities; and (7) the availability of STS workshops. The preliminary analysis of the characteristics of training necessary for STS teaching, the qualities of suppleness and receptivity in exploring new integrative forms of teaching, and the multiplicity of potential topics that might be generated from technological development all portend a bright and interesting future for STS, locally-born and nurtured in various school districts. This approach, and its special attributes also could lead to important changes in the form and function of inservice training and staff development of teachers toward building better science instruction. (JN)

ED 265 028 SE 046 328

Caton, Albert, Ed.; And Others
Harvesting the Ocean: 2. The Harvest.
Curriculum Development Centre, Canberra (Australia).
REPORT NO.- ISBN-0-642-96288-X
PUB DATE- 84
NOTE- 90p.; Photographs may not reproduce well. For related documents, see SE 046 326-329.
AVAILABLE FROM- Prentice-Hall of Australia, P.O. Box 151, Brookvale NSW 2100, Australia ($17.95--Australian currency--for complete series).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Influences; Elementary School Science; *Food; Interdisciplinary Approach; Intermediate Grades; *Learning Activities; Marine Biology; *Marine Education; *Nutrition; *Oceanography; Science Activities; Science Education; Secondary Education; Secondary School Science
IDENTIFIERS- *Fishing; *Pacific Ocean

This booklet contains the second in a series of three interdisciplinary units which focus specifically on the Pacific Ocean and its surrounding countries. The unit, intended primarily for lower to middle secondary level, consists of readings and interdisciplinary activities (science, art, social studies, English, and home economics) presented in two parts. Part 1 examines fishing in traditional societies (salmon fishing in the Puget Sound area long ago, aboriginal fishing culture, the fish hook, and changing traditions in the Solomon Islands) and fishing in industrialized societies (the Japanese tuna fleet, Australian prawning, and salmon fishing in Oregon). The second part focuses on what happens after fish are caught, considering marketing and processing, ways of preserving fish (chilling/freezing, salting, drying, smoking, pickling, and canning), and the social, cultural, and moral issues involved in the consumption of fish. A case study on the effect of changing diet in Tonga is included. (JN)

ED 265 089 SO 016 939

Pop Ed on the Big Screen.

Population Reference Bureau, Inc., Washington, D.C.

PUB DATE- Oct 85
NOTE- 8p.
AVAILABLE FROM- Population Reference Bureau, P.O. Box 35012, Washington, D.C. 20013 (2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Filmographies; Films; Global Approach; Higher Education; Instructional Films; Nonprint Media; *Population Education; Population Growth; *Population Trends; Secondary Education; *Social Problems; Social Studies; *World Problems

This article in a population education newsletter focuses on films and other audio-visual materials suitable for secondary and higher education and available for teaching about current population issues. The article discusses how to get the most out of population-related films. Eight hints for structuring film viewing and follow-up activities are provided. A filmography then lists over 30 films, slide/tapes, and videos on global population topics, including Third World population problems, population and the environment, population and energy, and population futures. Each citation lists title, publication date, running time, and category of film or slide and includes a brief annotation. A list of film distributors and directions for ordering items are provided. (LP)

ED 265 155 SP 027 154

Administrative Rules Governing the Certification of Michigan Teachers. Revised.

Michigan State Board of Education, Lansing.

PUB DATE- 81
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accreditation (Institutions); *Educational Legislation; Higher Education; Schools of Education; *State Standards; *Teacher Certification; Teacher Education; Vocational Education
IDENTIFIERS- *Michigan

This booklet sets forth the administrative rules governing the certification of Michigan teachers. Subject areas include: (1) general provisions; (2) state provisional certificates; (3) state continuing certificates; (4) state special permits; (5) educational institutions; (6) vocational endorsement and authorization; (7) certification of teachers until 1970; and (8) certification of certain teachers until 1976. Procedures for administrative hearings on suspension or revocation of certification are outlined. Excerpts of legal provisions governing certification of teachers are appended. (JD)

ED 265 170 TM 850 653

Swinton, Spencer S.; Powers, Donald E.
The Impact of Self-Study on GRE Test Performance.
Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-85-12; GREB-81-10P
PUB DATE- Jun 85
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Entrance Examinations; Higher Education; *Independent Study; *Mathematics Tests; Multivariate Analysis; Questionnaires; *Scores; Study Skills; Tables (Data); *Test Coaching; Testing Programs; *Verbal Tests
IDENTIFIERS- Analytical Tests; *Graduate Record Examinations; Practice Tests

The study reported here was intended to "round out" the Graduate Record Examinations (GRE) Board's continuing study of special test preparation for the GRE General Test by providing information that was previously unavailable on the effects of one kind of special test preparation--self-test-familiarization for the verbal and quantitative sections of the test and for the revised analytical portion. The impact of receiving, and of being encouraged to study, the newly expanded "GRE Information Bulletin" and copies of disclosed forms of the GRE General Test was investigated in an experimental design in which randomly selected samples of test takers were encouraged to prepare in various ways for the test. In a previous similar study of the analytical section of the test, self-study was found to improve performance on two analytical item types that were subsequently removed from the test. In the present study, no practically significant effects were detected for the verbal, quantitative, or revised analytical sections of the test. Appendices include: (1) test-taking strategies for each section of the test; (2) suggestions for improving speed; (3) review for the quantitative section of the GRE Aptitude Test; (4) example of one sample test; and (5) letters of encouragement and nonencouragement. (Author/LMO)

ED 264 783 HE 018 959

Action in External Studies. Division of External Studies Occasional Papers No. 2.

Riverina Coll. of Advanced Education, Wagga Wagga, New South Wales (Australia).

REPORT NO.- ISBN-0-909561-25-7
PUB DATE- 82
NOTE- 28p.
AVAILABLE FROM- Riverina College of Advanced Education, Division of External Studies, Wagga Wagga, New South Wales 2650, Australia.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; Alcoholic Beverages; *College Programs; College Science; Continuing Education; *Correspondence Study; Distance Education; Evaluation Criteria; *Extension Education; *Feedback; Foreign Countries; *Instructional Materials; Material Development; Postsecondary Education; School Business Relationship; Student Needs; *Student Personnel Services
IDENTIFIERS- *Riverina College of Advanced Education (Australia); Wine Science

Developments in distance education are addressed in four papers. In "A Practical Winery Experience," Malcolm Allen discusses Riverina College of Advanced Education's Bachelor of Applied Science (wine science) course, which is vocationally oriented, mainly enrolls students from the wine industry, and primarily uses correspondence study. It provides theoretical and practical knowledge of the basic sciences, wine science and technology, and wine appraisal. David Meacham's paper, "Development in External Studies," explains the role of the development section of the Division of External Studies at Riverina College, with attention to steps in approving new mail packages, and evaluation criteria. In "Student-Oriented Action," Edward Reid-Smith discusses the student services team that serves external studies students. Attention is directed to: specific student needs, the types of information students need, and the creation of facilitating systems. The last paper, "Feedback for Correspondence Students," by Robert Trevethan, discusses four main reasons for providing feedback materials to correspondence study students: breaking down the student's feeling of isolation, providing information about individual and group performance, and informing students about results obtained on a subject evaluation questionnaire. (SW)

Smith, M. Shelton; And Others
A Comparison of Graduate and Professional Students: Their Daily
  Stressors.
PUB DATE- 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; Business Administration Education; Comparative Analysis; *Emotional Response; *Graduate Students; Higher Education; Marital Status; Medical Students; *Professional Education; *Psychological Patterns; Psychology; Religious Education; Sex Differences; *Stress Variables; *Student Adjustment; Student Attitudes; Theological Education

The stressful effects of advanced academic training were examined in a comparison of six graduate and professional programs at Vanderbilt University. The focus was on the nonacademic, daily stressors and negative mood states of 152 students in medicine, business, divinity, graduate department of religion, and two graduate psychology departments. Additional comparisons were made between men and women, and married and single students. Study instruments included: the Hassles Scale, the Uplifts Scale, the Satisfaction Scale from the Flanagan Quality of Life Scale, the Anxiety and Depression Scales from Dupuy's General Well-Being Schedule, and the Positive Affect and Negative Affect Scales from the Oregon Quality of Life Questionnaire. Two departments reported significantly higher levels of negative mood: one of the psychology programs and the divinity school. Medical students reported the least negative mood. There were no departmental differences in daily stressors. Women reported more negative mood and more negative daily events than men, but they did not report fewer positive events or less global life satisfaction. There were no marital status differences. Overall, the level of negative mood was not high, and students reported a moderate but not extreme level of stress. (Author/SW)

ED 264 823 IR 011 906

Crane, Valerie

Analysis of Student Uses of the Annenberg/CPB Telecourses Brain, Mind and Behavior; The Constitution: That Delicate Balance; The Write Course; The New Literacy; and Congress: We the People, in the Fall of 1984.

Research Communications, Inc., Chestnut Hill, MA.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- Feb 85
NOTE- 231p.; For related documents, see IR 011 905-908.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Distance Education; Educational Television; Higher Education; Instructional Material Evaluation; Nontraditional Education; Questionnaires; Research Methodology; *Student Attitudes; *Student Reaction; Teaching Methods; *Telecourses

This collection of five documents presents data provided by approximately 200 different students in 26 2- and 4-year institutions who, during the fall of 1984, were enrolled in one of five Annenberg/CPB (Corporation for Public Broadcasting) telecourses: The Brain, Mind and Behavior; The Write Course; The Constitution: That Delicate Balance; The New Literacy; and Congress: We the People. Graphs, charts and summaries are provided in the following categories for each of the five telecourses: (1) profile of print materials; (2) comments on the textbook; (3) comments on the study guide; (4) instructional level of the print materials; (5) comparison of difficulty to other telecourses; (6) comparison of difficulty to other texts; (7) program profile; (8) favorite television program in the series; (9) least favorite television program in the series; (10) comments on the production elements and format; (11) host and expert effectiveness; (12) comments on the host of the series; (13) comments on the experts; (14) rating of course materials; (15) correspondence of print and video; and (16) questionnaire responses. Additional comments compare each telecourse to all Annenberg/CPB courses evaluated in the fall of 1984. (JB)

ED 264 836 IR 011 920

Exploratory Computer Literacy Curriculum Guide, Grades 9-12.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-85-7793

PUB DATE- May 85

NOTE- 155p.; For similar materials for grades 1-6, see ED 256 289 and ED 260 689; for a curriculum guide for grades 7-8, see IR 011 919.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Computer Literacy; Computer Science Education; Computer Simulation; *Computer Software; Curriculum Enrichment; *Microcomputers; *Models; Problem Solving; Programing; Secondary Education; State Curriculum Guides; Statewide Planning; Word Processing

IDENTIFIERS- BASIC Programing Language; Database Management Systems; *Hawaii; Spreadsheets

Designed to offer direction for classroom teachers and administrators in the development of an exploratory computer literacy program for grades 9-12, this resource unit comprises four major sections, four appendices, and two resource lists. The introductory section provides information on the history of Hawaii's computer literacy program; cites its three parts--an exploratory component, a computer science component, and a vocational-technical component; states this guide's intent to address the exploratory component; and explains the foundations and rationale for the publication. The section on curriculum addresses such questions as: (1) where this new program will be placed in the curriculum; (2) the instructional modes that will be involved; and (3) the teaching methodology that will be used. Four examples of instructional modes--topic, tutor, tutee, and tool--are explained and prescribed for specific educational situations. Four guidelines are given to assist secondary schools in implementing the exploratory computer literacy program, and five models are listed for delivering exploratory computer literacy via courses, unit content, or computer laboratories. Curriculum guidelines include a taxonomy of goals, objectives, and student expectations for exploratory computer literacy in grades K-12. A scope and sequence chart condenses the taxonomy into essential phases and shows, for grades 9-11 and grade 12, the benchmark grade at which it is recommended that student expectations be met. The final section provides sample activities for classroom use within the major categories of entry level, language arts, mathematics, science, and social studies. Each sample activity includes suggestions for teachers on instructional mode, prerequisites, classroom management materials, time for activity, and teacher preparation. Appendices include an exploratory computer literacy framework, task force recommendations, a glossary of computer acronyms and terms, and bonus activities. Resources listed include teacher references and recommended periodicals, and related films and videotapes. (JB)

ED 264 875 IR 051 385

Bousfield, Wendy; And Others
An Introduction to SULIRS and the Card Catalog. Workbook and Instructor's Manual.
Syracuse Univ., N.Y. Univ. Libraries.
PUB DATE- 84
NOTE- 34p.; Illustrations may not reproduce well.
AVAILABLE FROM- Syracuse University Libraries, Office of Instructional Services, Syracuse, NY 13244 (one copy is free; $1.00 for each additional copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Libraries; College Freshmen; Higher Education; *Library Catalogs; *Library Instruction; Library Materials; *Library Skills; *Online Systems; Orientation Materials; Workbooks
IDENTIFIERS- *Course Integrated Library Instruction; *Online Catalogs; Syracuse University NY

Used in freshman composition courses and some other introductory Syracuse University (SU) classes, the primary purpose of this illustrated workbook is to provide students with experience using the different features of the SU Libraries' online catalog, SULIRS. The workbook's self-paced exercises correspond to the text of two SU Libraries publications, Guide to the SU Libraries and SULIRS User's Guide. In addition to the SULIRS exercises, the workbook sends students to the card catalog, which provides access to older materials; asks students' help in preserving library materials; describes the organization of the main library building (including maps); and gives practice in the use of both the Dewey and Library of Congress classification systems. Addressed to the instructor of the course in which the workbook is used, a supplementary manual explains what the librarians hope bibliographic instruction will accomplish. It suggests other orientation and instructional materials available at the library and includes the workbook's answer key and an evaluation form. (Author/THC)

ED 264 973 PS 015 581

Corley, Rhonda M.; And Others

Pockets...A Unit Approach to Planning Instruction Related to the State Kindergarten Objectives.

South Carolina State Dept. of Education, Columbia.

PUB DATE- 85
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activity Units; Basic Skills; *Curriculum Design; *Curriculum Development; *Educational Objectives; *Kindergarten; Primary Education; Resource Units

An addendum to the larger publication entitled "The Kangaroo Book," this document describes a unit approach to planning kindergarten curriculum and offers three sammple units. Exploration of the unit approach includes discussions of topic, concepts, large and small group experiences; descriptions of learning center activities; techniques for communicating with parents; and provision of a process for unit planning, a unit planning format, and a unit evaluation form. The first unit, "My School Is a Special Place," centers on the child's need to be acquainted with the school. The second unit, based on an outstanding children's book, "Where the Wild Things Are," provides a highly interesting central theme related to Halloween. "Signs," the third unit, provides a way of integrating skills in letter recognition and matching as well as safety and general awareness of words and symbols in the child's environment. Integrated into each of the sample units are the 18 kindergarten objectives established by the Basic Skills Assessment Program (BSAP). Research had previously indicated that many students needed additional developmental activities focused on five of the objectives. These five objectives are noted with asterisks to indicate their integration into the units. Also provided are lists of other resource unit topics, suggested books on which to build units, and the 18 BSAP kindergarten objectives, which are briefly explained. (RH)

ED 264 988 RC 015 484

Duran, Elva
A University Program Provides Services to Young Adults of Severe Handicaps and Autism Who Are of Limited English Proficiency.
Texas Univ., El Paso.
SPONS. AGENCY- Texas Governor's Council on Developmental Disabilities, Austin.
PUB DATE- 84
NOTE- 13p.
GRANT- 4138
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Programs; *Autism; Bilingual Education; Daily Living Skills; Interpersonal Competence; *Language of Instruction; *Limited English Speaking; Normalization (Handicapped); Parent Participation; Preservice Teacher Education; Self Care Skills; *Severe Disabilities; *Spanish Speaking; Special Education; Teaching Methods; Vocational Rehabilitation; *Young Adults
IDENTIFIERS- University of Texas El Paso

Approximately 15 autistic and severely handicapped limited English or non-English proficient adults, 22 to 35 years old, attend 8 hours of classes a day at the University of Texas at El Paso. The students learn independent living skills, vocational, leisure, and social skills with instruction in both Spanish and English. Parent interviews assist in planning the learning program. Parents are instructed in why their children need to learn certain skills and how they can help at home. Teaching strategies include step-by-step photographs with bilingual directions and bilingual verbal cueing to teach cooking, social interactions, and other independent skills. College students and staff who teach in the program learn appropriate Spanish phrases. Examples of types of parent interview questions are included. (LFL)

ED 265 105 SP 026 863

Gardner, Marjorie
Internationalizing the Education of a Science Teacher.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- Apr 85
NOTE- 26p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872 and SP 026 874.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Global Approach; Higher Education; *International Educational Exchange; *Science Teachers; Student Exchange Programs; *Teacher Education; Teacher Exchange Programs

At present, little or no overt attention is paid to internationalizing the preservice curriculum for prospective science teachers, despite the fact that there is an international character to science teacher education. Scientific vocabulary, as well as the symbolism and the numerical system used for calculations, is international. Preservice teacher education also receives a certain international character through the practice of bringing historical perspectives into science teaching through a study of the scientific contributions of important individuals or events from and in a wide range of countries. At the inservice level, more internationalizing of teacher education is occurring through international science competitions, conferences, and scientific organizations. Suggestions are made for expanding and enriching the international approach to science education, particularly through more extensive teacher and student exchange programs, correspondence and publication, and an international exchange of computer software for science teaching. (JD)

Adapted Physical Education Curriculum Guide. Bulletin 1717.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 84
NOTE- 265p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adapted Physical Education; Athletics; Core Curriculum; Elementary Secondary Education; *Learning Activities; *Physical Activities; *Physical Disabilities; Team Sports

This curriculum guide provides usable, appropriate, and relevant materials for teachers working with mildly/moderately handicapped students. Each instructional unit contains a content outline representing the basic motor skills and cognitive areas considered appropriate for inclusion in an adapted physical education class. The number sequences in each outline correspond directly with actual performance objectives identified in the activity unit. Included in performance objectives are suggested age levels for the skill, which should be determined by the teacher's assessment of individual capabilities. Activity units include: (1) movement education; (2) physical fitness exercises; (3) body management; (4) individual and dual sports; (5) team sports; and (6) leisure activities. The use of this guide for students with sensory or orthopedic impairments may require additional modifications and adaptations in the method of presentation and/or the means by which the students demonstrate the skills depending upon their individual abilities. (JD)

Martel, Laurence D.; Richman, Joel

The Role of Self-Concept in Predicting the Success of Academically and Financially Disadvantaged Students within Higher Education Opportunity Programs.

Syracuse Univ., N.Y.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.
PUB DATE- 85
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Ancillary School Services; Change Strategies; *College Attendance; *Dropout Research; Economically Disadvantaged; *Educationally Disadvantaged; Higher Education; *High Risk Students; Longitudinal Studies; Low Income Groups; Nontraditional Students; Policy Formation; *Predictor Variables; Private Colleges; Questionnaires; Remedial Programs; School Holding Power; Self Concept; *Student Attrition; Student Behavior
IDENTIFIERS- *Higher Education Opportunity Program; New York; Tennessee Self Concept Scale

The relationship between a standard measure of self-concept and withdrawal from college was studied with students at private New York colleges who were admitted through the Higher Education Opportunity Programs (HEOP). HEOP students are educationally and financially disadvantaged. The objective of the study was to promote policy formation and action. HEOP students enrolled for the first time in 1977 were studied longitudinally. No significant relationships were found between academic persistence and self concept, as measured by the Tennessee Self-Concept Scale. A strategy for management of supportive services was explored in terms of possible restructuring, redistribution, and reallocation of resources and services among high risk students who were more likely to drop out of the HEOP programs. The literature on persistence and achievement of high risk students showed the difficulty in applying standard academic measures as predictors of success among disadvantaged students. Literature on the issues of predicting achievement among nontraditional students using nonintellective measures was also considered. A behavioral model for predicting success among nontraditional students was developed, and recommendations to maximize access and achievement of such students were offered. Study questionnaires are appended. (SW)

ED 265 002 RC 015 579

Ewert, Alan; Hollenhorst, Steven
The Development of the Outdoor Leadership Training Simulator.
PUB DATE- Oct 84
NOTE- 11p.; Paper presented at the Annual Conference of the Association of Experiential Education (12th, Lake Junaluska, NC, October 4-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Decision Making; Evaluation Methods; *Leadership Training; Learning Strategies; Models; *Outdoor Education; *Simulation; Teaching Methods

A leadership simulation model, patterned after the avalanche simulator used by the United States Forest Service and applicable within a variety of field situations (outdoor camps, church groups, commercial enterprises) can augment the development and observation of outdoor leaders. The model includes both a broad base of practitioner inputs and an interaction component between the player, control team, and audience and is permeable to input before, during, and after the simulation exercise. The model is designed as both an evaluative tool and learning exercise and moves from a predominance of control team input at the start to one of increasing feedback between the audience and players. The model consists of the following steps: (1) initial design of simulator; (2) initial scenario development; (3) pilot run for major design flaws and acceptance by other professions in the field; (4) modifications of concept thought to be useful or deleted if unwarranted; (5) redesign scenario using panel of experts; (6) presentation of final package. The model includes five components: control team; player(s); audience; scenario(s); and communication equipment (radios, slides, overheads, hand-outs, etc.). In designing scenarios, five considerations must be addressed: time setting, environmental setting, level of detail, level of expertise, and credibility. (NEC)

ED 265 043   SE 046 344

Blueford, J. R.; And Others

K-6 Science Curriculum.

Geological Survey (Dept. of Interior), Reston, Va.; Math Science Nucleus, Fremont, CA.

PUB DATE- Dec 85
NOTE- 21p.; For other documents in the curriculum see SE 046 345-350.
AVAILABLE FROM- Math/Science Nucleus, 43000 Sumter Ave., Fremont, CA 94538 ($15.00 for complete curriculum).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Chemistry; Curriculum Design; Elementary Education; *Elementary School Science; *Geology; Interdisciplinary Approach; *Physics; Science Curriculum; Science Education; *Unified Studies Curriculum; Water

A unified science approach is incorporated in this K-6 curriculum mode. The program is organized into six major cycles. These include: (1) science, math, and technology cycle; (2) universe cycle; (3) life cycle; (4) water cycle; (5) plate tectonics cycle; and (6) rock cycle. An overview is provided of each cycle's major concepts. The topic emphasis for each grade level and cycle's sub-themes are presented in a matrix arrangement. (ML)

ED 265 059 SE 046 360

Cole, John R., Ed.; Godfrey, Laurie R., Ed.
The Paluxy River Footprint Mystery--Solved.
PUB DATE- 85
NOTE- 69p.
AVAILABLE FROM- Creation/Evolution Magazine, P.O. Box 146, Amherst Branch, Buffalo, NY 14226-0146 ($2.75; 10 or more, $1.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - General (140)
DESCRIPTORS- *Creationism; *Evolution; *Paleontology; *Religious Factors; *Science Education; *Scientific Research

This document points out that creationists claim that humans and dinosaurs lived together in Texas just before Noah's flood by citing alleged human footprints found side-by-side with those of dinosaurs in the Cretaceous limestone of the Paluxy River near Glen Rose, Texas. An investigation was conducted to determine if this claim were true. Findings of this investigation are reported and discussed in the papers included in this publication. They are: "Tracking Those Incredible Creationists" (R. J. Hastings), an investigative chronology of the Glen Rose creationists excavations from 1982 to the present; "Foot Notes of an Anatomist" (L. R. Godfrey), which examines the human and dinosaur footprints at the site; "Mantracks? The Fossils Say No!" (J. R. Cole, L. R. Godfrey, and S. D. Schafersman); "If I Had a Hammer" and "It Ain't Necessarily So: Giants and Biblical Literalism" (J. R. Cole). It is pointed out that the "mantracks" (the term given by creationists to the elongated channels or depressions found in rock) could have been formed by numerous mechanisms other than human involvement. Three pages of references conclude the document. (JN)

Disinger, John F.
Teaching about Hazardous Materials. ERIC/SMEAC Environmental Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-78-0004
AVAILABLE FROM- ERIC/SMEAC, The Ohio State Univ., 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Environmental Education; *Environmental Standards; *Hazardous Materials; Instructional Materials; Physical Environment; *Pollution; Quality of Life; *Waste Disposal; *Wastes
IDENTIFIERS- Environmental Law; *Environmental Management; Environmental Problems; ERIC Digests

Problems related to the handling of hazardous substances and toxic wastes have escalated making this environmental dilemma a national concern. This digest provides an update of key legislative and management efforts associated with hazardous wastes and reviews current instructional materials in the area. Major topics addressed include: (1) waste disposal laws (summarizing major legislative attempts); (2) superfund (describing its intent and parameters); (3) management options (assessing current procedures and techniques); (4) teaching materials (providing a representative sample of materials available in the ERIC system); and (5) additional sources (identifying programs and resources that could assist in the development of instructional materials). (ML)

ED 265 122 SP 026 912

McBride, Ron E.
The Concerns of Inservice Physical Education Teachers as Compared with Fuller's Concern Model.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Atlanta, GA, April 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Coping; Elementary Secondary Education; Physical Education Facilities; *Physical Education Teachers; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Teacher Concerns Questionnaire

The purpose of this study was to identify and assess the kinds of concerns expressed by 30 experienced physical education teachers and to compare them to Fuller's postulated developmental theory of teaching concerns. The study also sought to assess the applicability of the Teacher Concerns Questionnaire (TCQ) instrument in a physical education environment. Data were subjected to factor analysis, where it was found that, overall, the experienced teachers did follow Fuller's three stages of development: self-concerns, task concerns, and impact concerns. Further study is required on the task scale of the TCQ and the report discusses implications for follow-up experiences in an inservice environment. (Author/JD)

ED 265 156 SP 027 155

The Education Improvement Act of 1984. State of South Carolina.
South Carolina Governor's Office, Columbia.
PUB DATE- Feb 85
NOTE- 63p.; Document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; *Educational Improvement; *Educational Responsibility; Elementary Secondary Education; Government Role; School Responsibility; *State Standards
IDENTIFIERS- Education Improvement Act 1984 (South Carolina); *South Carolina

This booklet sets forth the provisions of the South Carolina Education Improvement Act. Statements of standards mandated by the State in the following areas are presented: (1) increasing academic standards; (2) strengthening student discipline and attendance; (3) providing more effective use of classroom learning time; (4) providing programs of excellence for talented students; (5) providing more relevant vocational training programs; (6) providing programs for handicapped students; (7) requiring exit exam for graduation; (8) enacting a promotion policy; (9) improving basic skills in all grades; (10) establishing alcohol and drug abuse programs in schools; (11) establishing pupil-teacher ratios; (12) increasing the number of highly qualified persons going into the teaching profession; (13) raising teacher salaries to attract and hold qualified persons; (14) improving training of current and prospective teachers; (15) maximizing the utilization of teaching time and talent; (16) recruiting most able candidates to become principals and administrators; (17) improving training and evaluation of prospective and current school administators; (18) evaluating and rewarding schools and school districts based on measurable performance and progress; (19) planning of focusing the schools and school districts on instructional improvement and the effective use of resources; (20) monitoring annually the implement of the educational improvement program; (21) authorization of intervention by State Superintendents of Education where quality of education in a local school is impaired; (22) strengthing parent involvement; (23) increasing business and industry participation; (24) broadening community involvement; and (25) performing pressing repairs, renovations, and construction on school buildings. (JD)

ED 264 849 IR 011 936

Computer Literacy Curriculum Guide. Bulletin 1739.
Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 85
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; Computer Software; *Course Content; *Curriculum Development; Instructional Innovation; Microcomputers; Programing; Programing Languages; Resource Materials; Secondary Education; State Curriculum Guides; *State Programs
IDENTIFIERS- *Louisiana

Developed in response to a ruling by the Louisiana State Board of Elementary and Secondary Education that freshmen entering high school in 1985-86 must have one-half credit in computer literacy as a graduation requirement, this curriculum guide outlines a basal course in computer literacy for ninth grade students. The course may also be offered to students at a higher grade level. A brief introduction presents 10 assumptions about the teachers, students, and materials involved in the computer literacy course. Presentation of the course content includes the course outline, course objectives, and activities covering the following topics: (1) the computer's impact on society today; (2) the development of computers; (3) microcomputer hardware, software, and applications; (4) elementary programing; (5) hardware and software selection; and (6) the computer's impact on society tomorrow. Each activity section contains at least two course objectives together with their relationship to the corresponding course content and student activities. A vocabulary list is also provided for each of the sections, as well as suggestions for individual projects for further student exploration and sample test items. A bibliography, which includes periodicals as well as monography, a set of evaluative techniques for the curriculum, and a list of suggested instructional software complete the document. (JB)

ED 264 862 IR 051 359

Massis, Bruce E.

The International Guide to Publishers and Distributors of Large Print. IFLA Professional Reports, No. 4.

International Federation of Library Associations, The Hague (Netherlands).
REPORT NO.- ISBN-90-70916-04-5
PUB DATE- 85
NOTE- 62p.
AVAILABLE FROM- International Federation of Library Associations Headquarters, POB 95312, 2509 CH The Hague, Netherlands ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Foreign Countries; International Cooperation; International Organizations; *Large Type Materials; Library Associations; *Library Materials; *Library Material Selection; *Public Libraries; *Publishing Industry
IDENTIFIERS- *International Federation of Library Associations

This guide provides a listing and description of publishers and distributors of large print books (in 12 point type or larger) available in 15 countries. The listings are arranged alphabetically by country and an abstract for each country includes specific information. Designed to be used by librarians and reference persons in their respective countries, the costs of titles are presented in native currencies. The countries included in the guide are: Australia, Austria, Canada, Denmark, France, Federal Republic of Germany, Greenland, Holland, Italy, Japan, Norway, South Africa, Sweden, Switzerland, and United Kingdom. In certain instances there are no large print producers in a particular country, but there are distributors who sell large print materials acquired elsewhere. Since these distributors are the only direct points of purchase for large print, they are included in the guide. A ready-reference directory, also arranged by country, provides information on all of the publishers and distributors mentioned in the main text.

Appendices provide names and addresses of additional publishers in the following countries who have published at least one large print title: Denmark, Federal Republic of Germany, Japan, and Sweden. A selected bibliography of materials used in researching this project is included. (THC)

ED 264 890 IR 051 400

School Library Resources Program. Final Report, 1984-1985.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Sep 85
NOTE- 55p.; For the 1983-1984 report, see ED 257 474.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; Input Output Analysis; Instructional Films; *Learning Resources Centers; Library Automation; Library Services; Media Specialists; Program Descriptions; Program Evaluation; Questionnaires; *Resource Materials; *School Libraries
IDENTIFIERS- *District of Columbia; Education Consolidation Improvement Act Chapter 2; *Planning Monitoring Implementation Model

The purpose of the School Library Resources Program was to provide direct support to local public and non-public schools in their efforts to develop and maintain high quality library and media resources as an adjunct to their instructional program. There were two major emphases in the 3-year old program during the 1984-85 year. The first was to establish further use of the High Tech Science and Mathematics Information Banks that were established in 1983-84. The second emphasis was on the planning and implementation of a videotape instructional television library service in identified library media centers. This evaluation followed the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making developed by the Division of Quality Assurance, District of Columbia Public Schools. This final report includes interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each major objective; summaries of the agreements and discrepancies for each objective; and general conclusions. Appendices include: the Evaluation Model Schema; the Library-Media Specialist Evaluation Questionnaires; the Teacher Evaluation Questionnaire Results of High-Tech Banks; sample descriptions of high-tech banks; and Library-Media Specialists Questionnaire Results of Instructional Television Library Service. (THC)

ED 264 903 JC 860 021

Martens, Freda R. H.
Students, Faculty and Programs in State University of New York Community Colleges. SUNY Community College Topical Paper Number 3.
State Univ. of New York, Albany. Office for Community Colleges.
PUB DATE- Dec 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *College Planning; *College Programs; *Community Colleges; Enrollment Trends; Majors (Students); Program Development; Program Evaluation; State Surveys; *Student Characteristics; Teacher Characteristics; *Two Year College Students
IDENTIFIERS- *New York

One of a series of discussion papers on the history, governance, operation, and development of the State University of New York (SUNY) community college system, this paper examines trends in the characteristics of students, faculty, and programs and the nature of academic planning and evaluation. The first section of the paper highlights the diversity of students at SUNY's community colleges and their varied educational needs. Information is offered regarding student characteristics, financial aid, headcount enrollments, residency, retention, and enrollment and graduation patterns between 1962 and 1982. Next, a section devoted to faculty and staff in the community colleges provides information related to teacher-student ratios, teacher salaries, faculty characteristics, promotion and tenure, personnel policies, and collective bargaining. The next section focuses on the academic programs of the community colleges, discussing curriculum options, remedial/developmental programs, evening and weekend courses, and student majors. Finally, a section devoted to academic planning and the effectiveness of the community college programs discusses program development, accreditation, associate degrees offered, and methods of measuring program outcomes. (LAL)

ED 264 916 JC 860 037

Self Study, 1985: College of Lake County.
Lake County Coll., Grayslake, Ill.
PUB DATE- 85
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *College Planning; College Role; Community Colleges; Educational Finance; Futures (of Society); *Institutional Characteristics; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges

Developed as part of the reaccreditation process, this report represents a comprehensive self-analysis by the College of Lake County (CLC), which sought to involve the entire institution in an examination of CLC's mission, resources, accomplishments, and future plans. Chapter 1 introduces the self-study's purpose, participants, and processes; provides a history of accreditation at CLC; offers a description of the college and its setting; and presents summary conclusions. Chapter 2 presents and discusses CLC's mission statement as it appears in the college catalog, concluding that the statement is a detailed and meaningful description of the vision guiding the school. Chapter 3 provides an evaluation of CLC's organization of resources, focusing on governance and administration, human resources, financial resources, physical resources, educational programs and curriculum, and institutional services. Chapter 4 presents an assessment of the quality of student achievement, of administrative and educational services, of institutional life, and of CLC's contribution to outside communities. Chapter 5 suggests future directions for the college related to college mission, fiscal health, the institutional planning process, and trends. Finally, Chapter 6 summarizes the work of each committee involved in the self-study process and their conclusions. Appendices provide supporting data. (LAL)

ED 264 929 JC 860 053

Fonte, Richard; And Others
Illinois Community College Funding Formula Survey. Volume 21, Number 2.
Triton Coll., River Grove, IL. Office of Research and Analysis.
PUB DATE- Aug 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Attitudes; Community Colleges; *Educational Finance; *Finance Reform; *Financial Policy; Financial Support; *State Aid; State Surveys; Two Year Colleges
IDENTIFIERS- *Illinois

A survey was conducted of Illinois community college presidents and business managers to determine current institutional thinking on the Illinois funding formula. Study findings, based on responses from 36 out of the 39 colleges in the state included the following: (1) 64% of the respondents favored the concept of averaging credit hours and unit costs over a multi-year basis "in an effort to stabilize fluctuations in credit hour generation and unit costs"; (2) of three possible approaches to residual funding, the current method (i.e., deducting local available revenues from overall estimated unit costs) received the least support (25.5%), while strongest support was expressed for varying the deduction by seven cost categories "to reflect differing priorities among the categories"; (3) 80% supported equalization as a concept "to reduce the disparity of local tax funds available per student among districts"; (4) over 79% supported the concept of fixed cost; (5) 81.3% were in favor of state reimbursement for the general study category; and (6) 50% were noncommittal concerning performance-based funding, 30% were opposed, and 14% were in favor. The study report includes the survey instrument, as well as tables, charts, and data concerning Illinois community college funding. (LAL)

ED 264 944 PS 015 510

Morgan, Gwen; And Others
Quality in Early Childhood Programs: Four Perspectives. High/Scope Early Childhood Policy Papers, No. 3.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
REPORT NO.- ISBN-0-93-1114-35-7
PUB DATE- 85
NOTE- 72p.; For related documents, see ED 262 902-903 and PS 015 509.
AVAILABLE FROM- High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Day Care; *Developmental Programs; *Early Childhood Education; Educational Benefits; *Educational Policy; *Educational Quality; Financial Support; Government Role; Outcomes of Education; Parent Participation; Parent Responsibility; Position Papers; Program Effectiveness; Program Evaluation; *Quality Control; Research Utilization; School Choice; Standards

This policy paper includes four perspectives on educational quality presented at the 1983 annual meeting of the National Association for the Education of Young Children. Gwen Morgan considers the role of government, raising questions about what regulatory agencies should do, can do, and cannot do in the light of public attitudes. Ways that practitioners can provide high quality and developmentally appropriate services are the focus of Nancy Curry's presentation, while the process by which parents/consumers can be helped to better choose among the options provided is discussed by Richard Endsley and Marilyn Bradbard. Finally, suggestions for ways researchers can best contribute to the field's knowledge about the determinants of good quality early childhood experiences are presented by Hakim Rashid. In an introductory overview, the main points raised in each of the presentations are briefly summarized; the concluding section synthesizes ideas and recurring themes that can serve as useful guides to the reader. Included is a definition of quality espoused by the High/Scope Foundation which has three integral components: (1) a developmentally based curriculum, (2) staff training and supervision, and (3) ongoing evaluation. (DST)

ED 264 959 PS 015 552

Kohm, Barbara
Promoting Powerful Parents: A Model for Parent Discussion Groups and Classes.
PUB DATE- 7 Dec 85
NOTE- 21p.; Paper presented at the Biennial National Training Institute (Washington, DC, December 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; *Discussion Groups; *Family Programs; Group Guidance; Leadership Training; *Parent Education; *Parenting Skills; Parent Workshops; *Program Descriptions; Young Children
IDENTIFIERS- Authority

A model program to provide family services, the Family Center is a facility of a public school system in Clayton, a suburb of St. Louis, Missouri. Components of the program include parent classes based on the age and developmental level of the child; workshops; informal support groups; individual counseling; activity workshops; for parents and children together; and a newsletter. Specifically discussed are the underlying philosophy of the Family Center and methods used by group leaders in running parent meetings. Emphasis is placed on the adoption of practical and concrete methods of parenting and the avoidance of abstract, intellectual discussions by the group leader. The following four strategies for enhancing parental authority are elaborated: improvement of problem-solving skills, enhancement of parents' self-esteem, communication and independence through involvement in support groups, and appropriate use of abstract and professional terminology. In addition, handouts about problems with group members and in group leadership suggest to group leaders responses to common behaviors and situations that may occur during group sessions. (DST)

ED 265 015 SE 046 309

Ybarrondo, Brent A.
A Study of the Effectiveness of Computer-Assisted Instruction in the High School Biology Classroom.
PUB DATE- 10 Jul 84
NOTE- 20p.; Document contains pages of marginal legibility due to light and broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Biology; *Computer Assisted Instruction; Computer Simulation; Conventional Instruction; Evolution; High Schools; Science Education; *Science Instruction; *Secondary School Science; *Student Attitudes; Teaching Methods

This study ascertained whether or not computer assisted instruction (CAI) enhanced the quality of the educational experience and resulted in increased learning. The study involved the teaching of a 3-week instructional unit on population genetics and evolutionary processes to advanced placement biology students. The control group (N=38) received the instructional unit alone while the experimental group (N=39) received CAI experiences in addition to the conventional learning activities. The CAI experiences included a computerized simulation of evolutionary trends resulting from natural selection acting upon a population in lieu of the traditional laboratory, as well as an additional tutorial CAI exercise. Both groups were given the same posttest evaluation exercises and the scores compared with a student's t-test at the .05 level of significance. No significant increase or decrease in test scores was demonstrated at this level. Student evaluations of the CAI lessons presented were very high and indicated considerable interest in continued involvement with CAI. This is consistent with other research findings which indicate that students enjoyed the CAI experience, felt that they had learned from it, and would like to participate in CAI lessons in the future. (JN)

ED 265 029 SE 046 329

Caton, Albert, Ed.; And Others
Harvesting the Ocean: 3. Using the Sea Wisely.
Curriculum Development Centre, Canberra (Australia).
REPORT NO.- ISBN-0-642-53142-0
PUB DATE- 84
NOTE- 69p.; Photographs may not reproduce well. For the teachers' guide and other student booklets, see SE 046 326-328.
AVAILABLE FROM- Prentice-Hall of Australia, P.O. Box 151, Brookvale NSW 2100, Australia ($17.95--Australian currency--for complete series).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Ecology; *Environmental Standards; Estuaries; Fisheries; Interdisciplinary Approach; *International Law; *Learning Activities; Marine Biology; *Marine Education; Natural Resources; *Oceanography; Science Education; Secondary Education; Secondary School Science; *Water Pollution; Wildlife Management
IDENTIFIERS- *Pacific Ocean

This booklet contains the third in a series of three interdisciplinary units which focus specifically on the Pacific Ocean and its surrounding countries. The unit, intended primarily for upper secondary students, consists of readings and interdisciplinary activities (science, art, social studies, English, and home economics) presented in four parts. Part 1 looks at the issue of using the sea wisely in broad terms and raises the question of the world's food problem and present and potential ocean resources. Part 2 gives a basic introduction to some concepts of international law as they relate to the law of the sea. A case study on the regulation of whales is included. Part 3 examines the main sources of ocean pollution, focusing in particular on oil spills and chemical effluent from industry. The importance of and damage to shoreline and estuarine systems is addressed, as is the effectiveness of the Kuala Juru Co-operative in Malaysia, where local inhabitants responded to pollution by creating a new aquaculture fishery and administering it through a cooperative. Part 4, which focuses on fishery management, includes a case study on the state of the Southern Bluefin and discussions of ecosystem management, aquaculture, and finding alternatives for fish and fish products. (JN)

ED 265 090 SO 016 941

Nhi, Do Dien; And Others
The United States History = Lich Su Hoa Ky. 34 Self-Learning Packets for Vietnamese Students.
George Mason Univ., Fairfax, VA. Indochina Inst.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 84
NOTE- 685p.; For Lao and Khmer translations, see respectively SO 016 942 and SO 016 943. Materials produced as a joint effort between George Mason University, Montgomery County, Maryland Public Schools, Prince William County, Virginia Public Schools, and the National Association for Vietnamese American Education.
AVAILABLE FROM- The Indochina Institute, George Mason University, 4400 University Dr., Fairfax, VA 22030.
LANGUAGE- English; Vietnamese
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Studies; Asian Americans; Bilingual Instructional Materials; Civil War (United States); Colonial History (United States); Global Approach; High Schools; *History Instruction; *History Textbooks; Industrialization; Land Settlement; Modern History; Reconstruction Era; Revolutionary War (United States); Slavery; Social Studies; United States Government (Course); *United States History; *Vietnamese People; Womens Studies

Designed primarily for Indochinese students in grades 9-12, 34 United States history self-learning packets are presented in eight sections. The publication could be used by mainstream teachers who have a number of limited English proficient (LEP) Vietnamese students in their classes or by parents to tutor their children. The packets were adapted from "Two Centuries of Progress: U.S. History" (Laidlaw Brothers) and include both Vietnamese and English translations. Section I deals with the first peoples to migrate to this continent, American Indian life and societies, Europeans settling the Americas, the English in North America, the thirteen colonies, and the American Revolution. Section II, "Establishing a New Nation," includes the following subtitles, "A Nation Arises," "A Nation Takes Shape," and "The First Government." Section III focuses on the Jeffersonian Era, the westward movement, the Age of Jackson, and slavery and the antislavery movement. Section IV, "Conflict and Reunion," examines the period between the slavery dispute and the Civil War, the Missouri Compromise, a nation divided and reunited, and the election of 1876. Section V, "The Transformation of a Nation," discusses industrialism, the emergence of modern America, a changing social order, and the populist crusade. Packets in sections VI through VIII focus on "The Challenge of Power and Prosperity," "Depression and Global Conflict," and "World Leadership in the Nuclear Age." A glossary concludes the publication. (LH)

ED 264 876 IR 051 386

Adams, Barbara; Graves, Gail
The Library Workbook. A Research Guide. Revised.
Mississippi Univ., University. John Davis Williams Library.
PUB DATE- 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Catalogs; Library Guides; *Library Instruction; Library Materials; Library Services; *Library Skills; Orientation Materials; *Reference Materials; Research Skills; Workbooks
IDENTIFIERS- *University of Mississippi

This workbook is designed to teach students basic library skills and to aid them in the compilation of a bibliography for a research paper. Following an introduction and an explanation of a simple research strategy, there are five sections in the workbook, each with a corresponding worksheet. The first section includes library floor plans and descriptions of various library collections and services, and an annotated list of other libraries on campus (a campus map pinpointing the locations is included). The second section concentrates on encyclopedias, the third on using the card catalog and finding books, the fourth on using periodical indexes and articles, and the final section is on using a newspaper index. A sampling of films available on videocassette, a list of subject research guides available in the library, and a list of library hours are included. (THC)

ED 265 044 SE 046 345

Blueford, J. R.; And Others
Plate Tectonic Cycle. K-6 Science Curriculum.
Geological Survey (Dept. of Interior), Reston, Va.; Math Science Nucleus, Fremont, CA.
PUB DATE- Dec 85
NOTE- 83p.; For other documents in the curriculum see SE 046 344 and SE 046 346-350.
AVAILABLE FROM- Math/Science Nucleus, 43000 Sumter Ave., Fremont, CA 94538 ($15.00 for complete curriculum).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earthquakes; *Earth Science; Elementary Education; *Elementary School Science; Geology; Interdisciplinary Approach; *Physical Environment; *Plate Tectonics; Safety; *Science Activities; Science Education; Unified Studies Curriculum; Units of Study

Plate Tectonics Cycle is one of the units of a K-6 unified science curriculum program. The unit consists of four organizing sub-themes: (1) volcanoes (covering formation, distribution, and major volcanic groups); (2) earthquakes (with investigations on wave movements, seismograms and sub-suface earth currents); (3) plate tectonics (providing maps and models of continental movement); and (4) hazards (identifying the damage associated with volcanoes and earthquakes and the techniques and scales for assessing them). Each sub-theme contains an introductory statement, student activities for lower primary grades (K-3) and upper primary grades (4-6) and a teacher's copy for each student worksheet. Student worksheets are ready for duplicating. (ML)

ED 265 060 SE 046 361

Hollister, Charles D., Ed.
Careers in Oceanography.
American Geophysical Union, Washington, DC.
PUB DATE- 83
NOTE- 29p.; Photographs may not reproduce clearly.
AVAILABLE FROM- American Geophysical Union, 2000 Florida Ave., N.W., Washington, DC 20009 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - General (130)
DESCRIPTORS- Biology; Chemistry; *College Science; Geology; *Geophysics; Graduate Study; Higher Education; *Ocean Engineering; *Oceanography; *Physics; *Science Careers; Science Education; Scientific Research; Undergraduate Study

This booklet was prepared by practicing oceanographers to help college students in their search for professional direction. The booklet: (1) points out some frontiers of current research; (2) describes five major subfields of oceanography (marine geology and geophysics, oceanographic engineering, physical oceanography, chemical oceanography, and biological oceanography); (3) outlines the necessary undergraduate preparation; (4) suggests how to approach graduate work; and (5) discusses career prospects. (JN)

ED 265 106 SP 026 864

Anderson, Lee F.

The Social Sciences and the International Education of Prospective Teachers.

SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- Mar 85
NOTE- 23p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872 and SP 026 874.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Cultural Studies; *Global Approach; Holistic Approach; *International Education; *Preservice Teacher Education; *Social Sciences

The current shortcomings of preservice teacher education in the area of international education are addressed in this paper. It is emphasized that prospective teachers must develop a perspective consciousness, a sense of global dynamics, awareness of emergent human goals, and an awareness of ethical problems in a global context. A discussion is offered on the dynamics of relationships between national societies and the international society. A consideration of the future of teacher education explores ways in which to develop a curriculum that replaces a society-centric approach to the social sciences with one in which a world system perspective will be taught. (JD)

ED 265 123   SP 026 914

Clinical Experiences in Teacher Education Prior to Student Teaching at Southeast Missouri State University. Report of the Task Force on Alternatives for Clinical Laboratory Experiences in Teacher Education.

Southeast Missouri State Univ., Cape Girardeau.

PUB DATE- Dec 84

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- *Field Experience Programs; Higher Education; *Preservice Teacher Education; *Program Evaluation; Resource Allocation

IDENTIFIERS- *Southeast Missouri State University

A study was made of the clinical experiences, offered by Southeast Missouri State University, for students preparing to be teachers. The study was conducted to determine if modifications in the current system would make possible reallocation of resources, while at the same time preserving the quality of clinical experiences for the students. The Task Force on Alternatives for Clinical Laboratory Experiences in Teacher Preparation, appointed by the president of the university, met for eight sessions with the goals of: (1) becoming familiar with state teacher certification requirements and approaches; (2) reviewing and analyzing curricular patterns used in both state and out-of-state institutions; (3) gaining insights from current literature and recognized educational leaders; (4) recommending alternatives for clinical education; and (5) suggesting implications for the teacher education program that extend beyond their immediate charge. The findings, recommendations, and implications developed by the Task Force are presented. (CB)

ED 265 141 SP 027 056

Stallings, Jane; And Others

Under What Conditions Do Children Thrive in the Madeline Hunter Model? A Report of Project Follow Through, Napa, California.

PUB DATE- Apr 85

NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Classroom Techniques; Elementary Education; *Instructional Improvement; *Program Implementation; *Staff Development; *Teaching Methods; *Theory Practice Relationship; Time on Task

IDENTIFIERS- *Hunter (Madeline); Instructional Theory into Practice; Project Follow Through

This study evaluated the effect of a comprehensive training program for teachers based on Madeline Hunter's Instructional Theory Into Practice (ITIP). To examine the question of implementation, teachers in the first through fourth grades in Napa Valley elementary schools were observed teaching two reading and two mathematics classes before and after trainng. Program implementation was measured using the Instructional Skills Observation Instrument (OSOI) which rated how well the teacher: (1) provided a set of focus for the lesson; (2) provided instruction; (3) directed guided practice; and (4) monitored independent practice. A description is given of the comprehensive inservice training sessions on implementing these four components of the Hunter ITIP. The major questions of the study focused upon the relationship between teacher implementation of the Instructional Skills Program, student engaged rates, and student achievement. Findings indicated that over a two-year period higher achievement in both mathematics and reading was evident in the performance of students of teachers with the higher OSOI ratings. An analysis of the results includes consideration of other factors which may have influenced student outcomes. One finding in particular is noted: children with limited English speaking skills benefitted from the program. Statistical data on the study are presented in tabular format. (JD)

ED 265 171 TM 850 654

van der Sanden, Johan M. M.; Schouten, Tony A.

Learner Strategies and Aptitude Treatment Interactions on Psychomotor Tasks in Technical Schools.

PUB DATE- Mar 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Treatment Interaction; Cognitive Processes; *Cognitive Style; Factor Analysis; Field Dependence Independence; Foreign Countries; Learning Modalities; *Learning Strategies; Locus of Control; Manipulative Materials; *Mechanical Skills; *Perceptual Motor Learning; *Psychomotor Skills; Regression (Statistics); Secondary Education; Spatial Ability; Student Characteristics; *Trade and Industrial Education
IDENTIFIERS- Netherlands

Research was performed in lower grade technical schools in the Netherlands to study complex psychomotor tasks requiring integration of several task-dependent skills. In two studies, students were observed performing metal work. They were assigned to instructional conditions of high, intermediate or low structure. Students in the high-structure condition had to perform the task according to a teacher-provided plan, which specified a list of actions students were required to follow. Students in the low-structure condition were given nothing but a design of the product, and they had to decide upon all necessary operations. On the average, high-ability students made better products in less time and used a relatively smaller part of that time for orienting activities than low-ability students. High-ability students performed worst under high-structure conditions, whereas low-ability students performed best under these conditions. A third study involved the performance of a wiring task. No instructions were given. Two strategies could be distinguished--a goal-directed strategy and a trial and error strategy. A tentative hypothesis involving a positive relation between spatial-technical ability and goal-directed strategy was derived. (LMC)

Conference of University Administrators Conference Proceedings (12th, Surrey, England, March 21-23, 1985).

Conference of Univ. Administrators.

REPORT NO.- ISBN-0-947931-01-5
PUB DATE- Mar 85
NOTE- 63p.
AVAILABLE FROM- Conference of University Administrators, Publications Office, Room 206, Whiteknights House, The University, Reading RG6 2AH, England.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Administrator Responsibility; *College Administration; *Computer Oriented Programs; Educational Facilities; *Educational Finance; Foreign Countries; *Higher Education; Industry; *Management Information Systems; School Business Relationship
IDENTIFIERS- *Conference of University Administrators (England)

Conference proceedings for the Conference of University Administrators include summaries of conference sessions, along with Austin Pearce's paper, "The Needs of Industry: What Are They?" Sessions focused on: forming a university company, financial diversification, financial modeling, stock exchange investment and universities, funding of research, The Jarratt Study on University Purchasing Arrangements, the increasing need for internal audits, energy conservation in universities, building matters, the role of security, telecommunications, changing the administrative computer system, a modern admissions office, information systems and office automation, the growth of institutional word processing and personnel implications, the legal duties of university employees, judicial review of university procedures, university insurance (professional indemnity), qualifications for administrators, educational counseling and credit transfer information services, continuing education and cooperation, part-time degrees, promoting undergraduate admissions, medical and dental school administration, faculty administration, setting up an overseas liaison office, university publications, and technology transfer. (SW)

ED 264 798 HE 018 980

Welzenbach, Lanora F.
American Association of College and University Business Officers: A History.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
REPORT NO.- ISBN-0-915164-26-4
PUB DATE- 85
NOTE- 138p.
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Role; *Black Colleges; College Administration; *Educational History; Higher Education; *National Organizations; *Professional Associations; *School Business Officials
IDENTIFIERS- *American Assn College University Business Officers; Bylaws; Institutional History

The history of the American Association of College and University Business Officers is traced. After describing the historical background leading to formation of the association, different periods are covered, including the first or formative years (1939-1941), World War II, the postwar period, the decade of the 1950s, and the decade of the 1960s until dissolution in 1967. The association began in 1939 as the Association of Business Officers in Schools for Negroes. It was composed of predominantly black institutions, beginning with 25 charter members. At the time of its dissolution there were more than 60 members, and at least 82 institutions had held membership at some time during the association's 28 years. When the association was dissolved, its members were encouraged to seek membership in one of the regional associations of business officers. Appendices provide: a statement of the association's purpose, a list of charter members, a list of all institutions that were members, information on officers during 1939-1967, bylaws, the text of the dissolution resolution, a list of members of the association who became college or university presidents, and a description of the Minority Institutions Committee of the National Association of College and University Business Officers. (SW)

Crane, Valerie

Annenberg/CPB Telecourses: Comparisons of Student Uses; Interview Comment Report; Survey of Dropout Students; Study Log Report; in the Fall of 1984.

Research Communications, Inc., Chestnut Hill, MA.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- Feb 85
NOTE- 233p.; Reproducibility may be limited due to use of small type font. For related documents, see IR 011 905-908.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Diaries; *Distance Education; Dropout Research; Educational Television; Higher Education; Instructional Material Evaluation; Interviews; Nontraditional Education; Questionnaires; Research Methodology; *Student Attitudes; *Student Reaction; Surveys; Teaching Methods; *Telecourses

Made up of four separate reports, this document presents comparisons and student comments for five Annenberg/CPB (Corporation for Public Broadcasting) telecourses offered in the fall of 1984: The Brain, Mind and Behavior; The Constitution: That Delicate Balance; The Write Course; The New Literacy; and Congress: We the People. Based on evaluations by 39 to 42 students enrolled in each course with equal numbers at 2- and 4-year institutions, the first section provides comparison data for these categories: (1) College Enrollment Status; (2) Annenberg/CPB Telecourse Enrollment Patterns; (3) The Students' Experience with the Telecourse; (4) The Role of the Institution in the Telecourse Experience; (5) Assessment of the Telecourse Materials; (6) Overall Course Assessment; and (7) Questionnaire Responses. Divided into information collected from 2- and 4-year institutions, section two reports student comments to 13 interview questions that concern such issues as reasons for taking the course; institutional support services for telecourse students; class assignments; and comparisons with on-campus classes. Section three provides a summary of data collected from 100 dropout transcribed and reported here. Questionnaire responses and study log comments are appended. (JB) background, assessment of the Annenberg/CPB telecourse that they had dropped, and reasons for dropping the course. Section four contains data from study logs that were maintained by students enrolled in the five courses. Information was collected from a total of 267 study logs for 85 students; items included number of programs viewed as well as textbook and study guide assignments read, and ratings for each. Comments on each lesson are also transcribed and reported here. Questionnaire responses and study log comments are appended. (JB)

ED 264 837 IR 011 921

Robinson, Richard D.

Exploring New Possibilities for Instruction. UMC's Educational Teleconference System.

Missouri Univ., Columbia. Extension Div.

PUB DATE- 80
NOTE- 27p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audio Equipment; *Distance Education; Guidelines; Higher Education; Models; Nontraditional Education; Questionnaires; Skill Development; Teaching Methods; *Teleconferencing; *Telephone Communications Systems; Telephone Usage Instruction

This publication is designed to present information to the faculty of the University of Missouri on an updated Educational Teleconference System (ETS) which operates from that campus and to encourage them to use that system in future teaching activities. Introductory materials provide a brief overview of the history of educational uses of the telephone and a discussion of the research completed in that area, including typical examples of the expanded use of an educational telephone system. The remaining material is divided into these sections: (1) a description of the University of Missouri's Educational Teleconference System (ETS); (2) general guidelines for using the ETS; (3) specific questions for faculty who use the ETS; (4) student materials and teacher lesson plans for a typical lesson using the ETS; (5) a reaction questionnaire for UMC faculty; and (6) a list of references. Three organizational models provide an illustration of the communication patterns possible with the ETS, and photographs of the system and its utilization are included. (JB)

ED 264 960 PS 015 553

Jesness, Bradley

Information-Processing Theory and Perspectives on Development: A Look at Concepts and Methods--The View of a Developmental Ethologist.

PUB DATE- 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Cognitive Processes; Comparative Analysis; *Developmental Psychology; *Ethology; Models; *Research Methodology; *Research Problems
IDENTIFIERS- Theoretical Analysis

This paper examines concepts in information-processing theory which are likely to be relevant to development and characterizes the methods and data upon which the concepts are based. Among the concepts examined are those which have slight empirical grounds. Other concepts examined are those which seem to have empirical bases but which are misassessed. Included in the overview of information-processing concepts is an extensive look at J. Anderson's ACT model of basic memory processes. Other concepts from information-processing models which have been proposed to account for development include Sternberg's components of cognition model and Fisher and Pipp's skill theory. Finally, the general nature of modern methods is outlined, characterized, and contrasted with key aspects of the ethological approach. Appendices offer commentary on statements and concepts considered problematic in ACT, and a list of interpretive assumptions providing for a subject-determined integration of data. (RH)

ED 264 974 PS 015 582

State Resource Guide for School Volunteer Coordinators.
South Carolina State Dept. of Education, Columbia.
PUB DATE- Jun 85
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; *Community Involvement; Educational Resources; Elementary Secondary Education; Older Adults; *Program Development; Program Evaluation; Records (Forms); Social Networks; State Programs; Teacher Responsibility; Training; Tutorial Programs; *Volunteers
IDENTIFIERS- School Volunteer Program; South Carolina; *Volunteer Management

This resource guide for school volunteer coordinators aids them in developing and maintaining a school volunteer program. Topics addressed include (1) making maximum use of community volunteer resources; (2) building a network of resource people and interfacing school support groups; (3) setting up the school volunteer program; (4) responsibilities of superintendent, volunteer coordinator, principal, teacher, and volunteer; (5) recruitment methods; (6) training for administrators, teachers, and volunteers; (7) volunteer placement; (8) development of plan for volunteer tutoring programs; (9) using senior citizens in the school volunteer program; (10) solving problems through planning; (11) program evaluation; and (12) recognition of volunteers. (Included are a volunteer program rating scale; a form for the volunteer coordinator's annual report; a program evaluation form for volunteer chairpersons; a form for principal or administrator evaluation of volunteer assistance; a volunteer evaluation form for teachers; a form for teacher or staff member evaluation of volunteer assistance; a staff survey of attitudes about the program; an annual volunteer evaluation form; a program evaluation form for volunteers; teacher, principal, and grandperson's survey forms for Project Love (Let Older Volunteers Educate); a certificate of appreciation and a sample letter of recognition.) Additional related materials are appended. (RH)

ED 264 989 RC 015 524

Kleinfeld, Judith S.; And Others

Alaska's Small Rural High Schools: Are They Working? Abridged Edition.

Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.; Alaska Univ., Fairbanks. Inst. of Social and Economic Research.

REPORT NO.- ISER-R-57
PUB DATE- Oct 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Alaska Natives; *American Indian Education; Boarding Schools; College Preparation; Community Schools; Definitions; *Educational Quality; *Educational Strategies; Eskimos; High School Graduates; *High Schools; Program Evaluation; *Rural Education; Rural Schools; School Community Relationship; Secondary School Curriculum; *Small Schools; Transitional Programs; Vocational Education
IDENTIFIERS- *Alaska

The report describes the educational programs that Alaska's 162 small rural high schools offer, identifies educational problems, and examines strategies that districts and schools have devised to strengthen these schools. The schools mostly serve Eskimos and American Indians, have fewer than 100 students, and are located in communities of fewer than 1,000 residents. Information was obtained through telephone interviews, mailed surveys, site surveys of 32 randomly selected schools, achievement test scores, and in-depth studies by educators. Findings indicate: (1) most communities want village high schools as well as boarding school options; (2) replacement of boarding schools with village high schools has resulted in dramatically increased graduation rates; (3) high school size does not determine the quality of students' educational experiences or achievement on standardized tests; and (4) schools that are working well exhibit a strong teacher/community partnership, teacher/community agreement on a theme for the educational program, an enterprising teaching staff, and a central office that encourages adapting schooling to local needs. Successful strategies are described for problems in the areas of increasing course and teacher variety, providing vocational education, preparing students for college, raising achievement test scores, teaching students about the outside world, and helping rural students through the transition to adulthood. (NEC)

ED 265 003 RC 015 580

Riley, Gary L.
A National Overview of Staff and Program Characteristics 1984-1985.
HEP/CAMP National Evaluation Project. Research Report No. 1.
California State Univ., Fresno.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 29p.; For related documents, see RC 015 581-583.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *High School Equivalency Programs; *Migrant Adult Education; Migrant Education; *Migrant Programs; *Personnel Data; *Program Administration; Program Descriptions; Program Design; Program Development; Program Evaluation; Secondary Education; Student Characteristics
IDENTIFIERS- *College Assistance Migrant Program; *HEP CAMP National Evaluation Project

One of four products of the 1984-85 National Evaluation Project to compile baseline data on characteristics and impacts of High School Equivalency Programs (HEP) and College Assistance for Migrants Programs (CAMP), this report presents a brief overview of the goals, basic research design, and summary of the evaluation project products and a detailed account of HEP/CAMP program features that include: program origins and funding histories, organizational and administrative patterns, staff characteristics, participant profiles, and aggregate summaries of program activities and objectives. The report reveals that 15 HEP and 4 CAMP Programs participated in the evaluation which involved the preparation of student mailing lists, staff surveys, document assembly, and completion of the Project Background Questionnaire. About two-thirds of the programs are associated with colleges or universities. The oldest HEP project was first funded in 1966; the newest in 1982. All current program directors are responsible for on-going program development, program operations, staffing, staff development, and program evaluation. Staff members reflect the student populations served in terms of personal backgrounds, ethnic representation, educational background, and experiences as participants in migrant education programs. Over 80% of staff members have earned bachelor's degrees; over 33% hold graduate degrees; and 70% have credentials in teaching, counseling, or educational administration. (NEC)

ED 265 076 SE 046 377

Disinger, John F.; Blosser, Patricia E., Ed.
Instructional Materials for Improving the Quality of the Environment. Information Bulletin. No. 2, 1985.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 9p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; Energy Education; *Environmental Education; Instructional Improvement; *Instructional Materials; Interdisciplinary Approach; Land Use; Marine Education; Natural Resources; *Physical Environment; *Pollution; Population Education; *Quality of Life; Urban Environment; Wastes
IDENTIFIERS- *Environmental Quality

Three major themes of ecology, ethics, and economics characterize the current conservation/environmental movement and present a challenge for the environmental educator in teaching about environmental quality. This bulletin provides assistance for the practitioner by identifying current instructional materials that address concerns in this area. The materials have been selected from those catalogued in the ERIC database since 1983 and are considered to be representative of existing available materials. Explanations of the selected instructional programs are provided and organized in 13 topic areas: population; world hunger and economics; air quality; water quality; water resources; wetlands; marine and aquatic education; hazardous wastes; energy education; wildlife; land use; urban environments; and decision-making, individual and institutional. A listing is included of teaching activity booklets which were published at the ERIC Clearinghouse for Science, Mathematics, and Environmental Education over the past 13 years. Two pages of references complete the document. (ML)

ED 265 157 SP 027 181

Cruz, Carol S.
Classroom Management Training. Final Report of the Regional Study Award Project.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 18p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Instructional Improvement; *Preservice Teacher Education; *Program Development; Teaching Styles
IDENTIFIERS- *Guam

A description is presented of a classroom management training program developed for preservice and inservice teachers in Guam. A brief review of research findings on classroom management and effective teacher practices includes a profile of an effective classroom manager. The training program, based upon these findings, is designed to focus workshops on the following topics: (1) getting ready for the beginning of school; (2) planning routines and procedures; (3) managing student behavior; (4) organizing and conducting instruction; and (5) managing special groups. Preservice training is offered immediately prior to student teaching and in association with observation or participation in a public school classroom. Sessions are conducted twice a week for one semester. Inservice training is delivered through a series of interrelated training sessions over a one-year period. Sample workshop agendas for inservice teachers are outlined and events in the preservice training are listed. (JD)

ED 264 812 HE 018 994

Carnahan, Robert E.
A Sociological Analysis of the Social System Referred to as Higher Education and the Social Organization of the Pennsylvania State University.
PUB DATE- 85
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Historical Materials (060)
DESCRIPTORS- Case Studies; College Role; Educational Development; *Educational History; Educational Objectives; Faculty Promotion; *Higher Education; *Organizational Theories; *Social Theories; Student Characteristics; *Teacher Characteristics; Teacher Recruitment
IDENTIFIERS- *Pennsylvania State University

The history and development of the U.S. higher education system are analyzed, using Pennsylvania State University (Penn State) and its branch campuses as an example. Attention is also directed to the personality (i.e., characteristics and attitudes) of the individuals who function within the system/organization, methods of incorporating participants into the system (e.g., faculty recruitment and promotion), and an evaluation of the functionality of the U.S. system of higher education. Topics include: the effects of an aging faculty, trends in tenure, discrepancies in rank and tenure between male and female faculty, and student and faculty characteristics at Penn State. Specific concerns include: parents' educational and occupational background, parental income, student grades, student attitudes, and minority student enrollments. Structural-functionalism is discussed as a type of theoretical orientation to explain the higher education system. Four functional imperatives are discussed: adapting to the social and nonsocial environment, achieving the goal of formally socializing certain members of society, integrating the various subunits of the system, and maintaining the pattern within the system by which role-players can secure the goal. Some of the ways that higher education has adapted to societal needs is chronicled. (SW)

ED 264 850 IR 011 937

Lopez, Antonio M., Jr.
Computer Literacy Training Modules for Special Educators. Bulletin 1749.
Louisiana State Dept. of Education, Baton Rouge.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 37p.
GRANT- G008400622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Computer Software; *Curriculum Development; Elementary Secondary Education; Instructional Innovation; Learning Modules; *Microcomputers; Programing; *Programing Languages; Resource Materials; *Special Education; State Programs; Teaching Methods
IDENTIFIERS- *BASIC Programing Language; *Computer Uses in Education; Louisiana

Designed to provide Louisiana special educators with the background information they need to develop a computer literacy curriculum for use with their students, this document is divided into four training modules: (1) Introduction to Computer Literacy and Computer History; (2) Introduction to Computer Hardware and Software; (3) Introduction to Computer Programming with BASIC; and (4) Evaluation of Application Software. To assist teachers in identifying their skills development, lists of objectives and related activities introduce each module. Modules 1 and 2 present information on the concept of computer literacy, the history of computers and computer use, computer hardware and software, computer assisted instruction (CAI), and programming languages. Module 3 provides step-by-step instructions for writing a computer program in BASIC and addresses the nature of computer programing as a problem-solving procedure. Module 4 presents suggestions for evaluating computer software and identifies three basic stages in an evaluation: the classification, description, and observation stages. Finally, a chart is included which lists the characteristics of five types of CAI software--drill and practice, tutorial, testing, simulation, and dialog. (JB)

ED 264 863 IR 051 360

Schmidmaier, Dieter
Poster Sessions in Library Science. Guidelines. IFLA Professional Reports, No. 3.
International Federation of Library Associations, The Hague (Netherlands).
REPORT NO.- ISBN-90-70916-03-7
PUB DATE- 84
NOTE- 53p.; Original German title: Veroffentlichungen des Wissenschaftlichen Informationszentrums der Bergakademie Freiberg, No. 101. English-language edition translated by Diann D. Rusch-Feja.
AVAILABLE FROM- International Federation of Library Associations Headquarters, POB 95312, 2509 CH The Hague, Netherlands ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials (070) Translations (170)
DESCRIPTORS- *Communication (Thought Transfer); *Conferences; Foreign Countries; Guidelines; International Cooperation; International Organizations; *Library Associations; *Library Science; Organizational Communication; Position Papers; Visual Arts
IDENTIFIERS- *International Federation of Library Associations; *Posters

This text is based on a comprehensive study of the literature on posters and poster sessions, a conference held by the International Association of Technological University Libraries (IATUL) on the problems of scientific communication, and on the author's experiences in dealing with posters and poster sessions. A conference poster is described as a means of communication via demonstrative display of facts and ideas through use of drawings, figures, diagrams, photographs, sketches, and other decorative elements on a flat vertical surface. This guide is concerned with the goal of popularizing poster sessions as a new form of conferencing in librarianship, and it also provides assistance for the planning, preparation, conducting, and follow-up of poster sessions, as well as for the preparation and design of conference posters. Sample cataloging entries for conference posters and an extensive list of additional sources of information on poster sessions are included. (THC)

ED 264 891 IR 051 401

The South Carolina Program for Library Development, 1985-1988 under the Library Services and Construction Act (P.L. 98-480, FY 1986).

South Carolina State Library, Columbia.

PUB DATE- 85

NOTE- 75p.; For related document, see ED 230 206.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Information Needs; *Library Cooperation; Library Networks; Library Personnel; *Library Planning; *Library Services; *Library Standards; Long Range Planning; Objectives; *Program Development; State Libraries; Statewide Planning

IDENTIFIERS- Library Services and Construction Act; *South Carolina; South Carolina State Library

Prepared as an outline of the long range South Carolina library development program required by the Library Services and Construction Act (LSCA), this document describes: (1) the library public, with emphasis on disadvantaged, blind, physically handicapped, elderly, and institutionalized persons as well as persons with limited English speaking ability; (2) library education, library networks, and South Carolina's libraries and their needs, including discussion of its state, public, institutional, academic, and special libraries, school library media centers, metropolitan urban resource libraries, and TEC (technical college) learning resource centers; (3) the criteria, priorities, and procedures to be used for measuring the adequacy of library services, library buildings, and interlibrary cooperation; and (4) program goals and objectives, which include strengthening of the state library, improving public library services, extending library services to the institutionalized and physically handicapped, and facilitating utilization of the state's total library resources by means of library cooperation. (THC)

ED 264 904 JC 860 022

Martens, Freda R. H.
The Evolution of the State University of New York Community College Funding Formula. SUNY Community College Topical Paper Number 4.
State Univ. of New York, Albany. Office for Community Colleges.
PUB DATE- Dec 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Community Colleges; *Educational Finance; Finance Reform; *Financial Policy; *Financial Support; Resource Allocation; *State Aid; Two Year Colleges
IDENTIFIERS- *New York

One of a series of discussion papers on the history, governance, operation, and development of the State University of New York (SUNY) community college system, this paper traces New York's efforts to ensure proper allocation and budgeting of state assistance in an era of increasing higher education costs. After explaining the formula for state aid that was in effect between 1948 and 1970, the paper discusses the period in the late 1960s when limitations on state aid began and a formula approach to community college funding was first explored. The next section chronicles the phasing-in of the new formula approach to state aid, the work of the Governor's Task Force on Financing Higher Education, and the resulting mandate in the Laws of 1973 of a new formula for financing the operating costs of the community colleges. After reviewing the refinements to the formula approach made in the 1970s, the paper describes the current funding formula. (LAL)

ED 264 917 JC 860 038

McIntyre, Chuck
Enrollment Trends: Preliminary Analysis of Fee Impact.
California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Jan 86
NOTE- 19p.; Discussed as Agenda Item 5 at a Meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, January 23-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Community Colleges; Educational Finance; Educational Opportunities; Enrollment; *Enrollment Influences; *Enrollment Trends; *Fees; Minority Groups; Student Financial Aid; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

This two-part analysis of enrollment trends in California's community colleges focuses on general trends during the past decade and on enrollment in 1984 (i.e., the year that mandatory student enrollment fees were first implemented). Following background information on the implementation of the first-ever community college fee in California, the report assesses the general status of educational opportunity in the state, and reviews 1975-80 enrollment trends and trends seen during the 1980s. The next section of the report analyzes enrollment changes in 1984 and the impact of the new fee. Finally, policy implications related to fee changes, financial aid problems, employment and course scheduling conflicts, and losses in minority enrollments are discussed. Among the findings highlighted in the report are the following: (1) community college enrollments dropped by 7% in 1984 due to several factors, including the new enrollment fee, employment improvement, and declining numbers of high school graduates; (2) the new Board of Governor's financial aid program did not have the impact expected because of inadequate local staffing and complex application procedures; (3) enrollment increases were experienced in a few suburban and rural colleges, while the largest losses were reported in large urban districts; (4) students enrolled after the fee was imposed reported higher incomes than those enrolled prior to the imposition of the fee; and (5) disproportionate losses of Hispanics and younger Blacks appear to have been due to financial considerations. (EJV)

ED 264 930 JC 860 054

Smith, Milton L.
Undocumented Aliens and the Nation's Two-Year Colleges.
Southwest Texas State Univ., San Marcos.
PUB DATE- Feb 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Administrator Attitudes; *Admission Criteria; *College Presidents; Enrollment; National Surveys; Refugees; *School Policy; Student Personnel Services; *Two Year Colleges; *Two Year College Students; *Undocumented Immigrants

In fall 1984, a nationwide study was conducted to determine the impact of undocumented aliens on two-year colleges. Surveys were mailed to presidents of 1,195 two-year colleges, requesting information on the number of undocumented aliens currently enrolled at the colleges, their nations of origin, their admission status, special modifications or provisions made for these students, special services offered, state or federal financial reimbursement practices, and perceptions of the advantages or disadvantages of the enrollment of undocumented students. Study findings, based on a 54% response rate, included the following: (1) 9% of the responding schools allowed undocumented aliens to enroll, 86% did not allow their enrollment, and 5% did not know if enrollment was allowed; (2) of the 58 institutions allowing undocumented aliens to enroll, 46% currently had undocumented aliens enrolled; (3) most undocumented alien students were from Mexico; (4) 16 of the 27 colleges with undocumented alien students were in California; (5) the most frequently cited admission status was high school graduate from a United States high school; (6) 8 of the 27 colleges that enrolled undocumented aliens listed special modifications in admissions requirements or standards; (7) no special provisions for financial aid were made; (8) 9 colleges had special educational provisions for undocumented alien students; (9) no other special services were given by any college; and (10) 10 colleges indicated no state reimbursement was received for teaching undocumented alien students. (LAL)

ED 264 945 PS 015 519

Ariel, Shlomo
Applying Chomsky's Linguistic Methodology to the Clinical Interpretation of Symbolic Play.
PUB DATE- Sep 85
NOTE- 7p.; Paper presented at the Netherlands Organization for Postgraduate Education in the Social Sciences International Symposium (Amsterdam, The Netherlands, September 12-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Translations (170)
DESCRIPTORS- Affective Behavior; Case Studies; Foreign Countries; *Linguistic Theory; Play Therapy; *Psychological Evaluation; Therapists; *Young Children
IDENTIFIERS- *Chomsky (Noam); Israel; *Symbolic Play

This paper summarizes how Chomsky's methodological principles of linguistics may be applied to the clinical interpretation of children's play. Based on Chomsky's derivation of a "universal grammar" (the set of essential, formal, and substantive traits of any human language), a number of hypothesized formal universals of clinically-relevant symbolic play were developed. In applying these hypothesized universals to data representing the play activities of a five-year-old boy, a componential analysis (on which the dimensions underlying a set of individual meanings were extracted by pairwise comparisons of these meanings and their contextual attributes) was performed and then interpreted accordingly. It was noted that if different therapists performed a componential analysis on the raw data and organized the results of this analysis in the manner dictated by the hypothesized universals outlined in this paper, their interpretations would in all probability be both similar across interpreters and relatively valid. (BB)

ED 265 016 SE 046 310

Hounshell, Paul B.
The Science Laboratory. Research Report Number Six.
North Carolina Univ., Chapel Hill. School of Education.
PUB DATE- Aug 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Costs; Laboratory Equipment; Questionnaires; Science Education; *Science Instruction; *Science Laboratories; Science Materials; Science Teachers; Secondary Education; *Secondary School Science; State Surveys; *Teacher Attitudes; *Teaching Methods; *Time Factors (Learning)
IDENTIFIERS- *North Carolina; Science Education Research

During the 1984-85 school year, questionnaires were mailed to 358 science teachers in all regions of North Carolina to determine what they thought about the value of laboratory activity as one of their teaching methods and their feelings about the mechanics of using this methodology. Without a follow-up, 52.2 percent (N=187) of the questionnaires were completed and returned. Results are presented and discussed as related to nine questions asked. Areas explored in these questions include actual and ideal time for teaching methods (demonstrations, discussion/oral reports, in-class paper work, laboratory, or lecture), whether students change as a result of laboratory work, major impediments to laboratory work, effectiveness of laboratory work compared to demonstrations on the same topic, time per week devoted to laboratory (hands-on) work, money spent per pupil on laboratory supplies, equipment and materials, and how much money, per pupil, is reasonable for these items. Among the findings reported are those indicating that only 40.7 percent feel that their students "learn a lot" in the laboratory and that 83 percent uses laboratories less than 30 percent of the time (45 minutes or less per week). (A copy of the questionnaire is included.) (JN)

ED 265 030 SE 046 330

United Nations Environment Programme. Annual Report of the Executive Director, 1983.

United Nations Environment Programme, Nairobi (Kenya).

REPORT NO.- UNEP/GC.12/2 Na. 84-0021

PUB DATE- May 84

NOTE- 198p.; Parts of document are printed on colored paper.

AVAILABLE FROM- United Nations Environment Programme, P.O. Box 30552, Nairobi, Kenya (free).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; Energy; Environmental Education; Environmental Standards; Expenditures; *Financial Support; Foreign Countries; *Physical Environment; *Program Descriptions; Publications; Training

IDENTIFIERS- *Environmental Management; *United Nations Environment Program

This report provides a comprehensive overview of the major activities, programs, events, and developments within the United Nations Environment Programme (UNEP) in 1983. Its purpose is to provide a broad understanding of what UNEP is, how it functions, and what it does with the money it has at its disposal. Chapter I summarizes 1983 in terms of the environment. Chapter II describes legislative measures adapted by three intergovernmental bodies (UNEP Governing Council, Economic and Social Council, and General Assembly) which had a direct bearing on the work of the UNEP. Chapter III discusses the principal ways and means through which the UNEP exercised its coordinating and catalytic role during 1983. Chapter IV reviews major developments in three environmental program areas: environmental assessment (earthwatch); environmental management; and supporting measures (which include environmental education, environmental training, and information). Chapter V examines the use of resources available to the Environment Fund in 1983 and management of established trust funds. Chapter VI reviews central management of the UNEP. Supporting documentation in appendices includes statistical data related to the environment fund, list of meetings held in 1983, list of publications and papers issues in 1983, and list of member states of the Governing Council. (JN)

ED 265 091 SO 016 942

Nhi, Do Dien; And Others
The United States History (Laotian Edition). 34 Self-Learning Packets for Laotian Students.

George Mason Univ., Fairfax, VA. Indochina Inst.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 84
NOTE- 713p.; For Vietnamese and Khmer translations, see respectively SO 016 941 and SO 016 943. Materials produced as a joint effort between George Mason University, Montgomery County, Maryland Public Schools, Prince William County, Virginia Public Schools, and the National Association for Vietnamese American Education.
AVAILABLE FROM- The Indochina Institute, George Mason University, 4400 University Dr., Fairfax, VA 22030
LANGUAGE- English; Lao
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Studies; Asian Americans; Bilingual Instructional Materials; Civil War (United States); Colonial History (United States); Global Approach; High Schools; *History Instruction; *History Textbooks; Industrialization; Land Settlement; *Laotians; Modern History; Reconstruction Era; Revolutionary War (United States); Slavery; Social Studies; United States Government (Course); *United States History; Womens Studies

Designed primarily for Indochinese students in grades 9-12, 34 United States history self-learning packets are presented in eight sections. The publication could be used by mainstream teachers who have a number of limited English proficient (LEP) Laotian students in their classes or by parents to tutor their children. The packets were adapted from "Two Centuries of Progress: U.S. History" (Laidlaw Brothers) and include both Lao and English translations. Section I deals with the first peoples to migrate to this continent, American Indian life and societies, Europeans settling the Americas, the English in North America, the thirteen colonies, and the American Revolution. Section II, "Establishing a New Nation," includes the following subtitles, "A Nation Arises," "A Nation Takes Shape," and "The First Government." Section III focuses on the Jeffersonian Era, the westward movement, the Age of Jackson, and slavery and the antislavery movement. Section IV, "Conflict and Reunion," examines the period between the slavery dispute and the Civil War, the Missouri Compromise, a nation divided and reunited, and the election of 1876. Section V, "The Transformation of a Nation," discusses industrialism, the emergence of modern America, a changing social order, and the populist crusade. Packets in sections VI through VIII focus on "The Challenge of Power and Prosperity," "Depression and Global Conflict," and "World Leadership in the Nuclear Age." A glossary concludes the publication. (LH)

ED 265 061 SE 046 362

Fowler, John M.
Energy and the Environment. Second Edition.
REPORT NO.- ISBN-0-07-021722-X
PUB DATE- 84
NOTE- 672p.
AVAILABLE FROM- McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY 10020 ($22.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- Air Pollution; *Alternative Energy Sources; Coal; *Electricity; *Energy; *Energy Conservation; Energy Education; Fuel Consumption; *Fuels; Futures (of Society); Higher Education; *Nuclear Energy; Physical Environment; Policy; Power Technology; Science Education; Solar Energy
IDENTIFIERS- *Energy Conversion

This 17-chapter book (which may also be used as a textbook) provides a thorough insight into the basic facts about energy as well as new and transitional technologies such as synthetic fuels. The book also helps examine the economic, societal, and political aspects of the energy situation in detail, consistently providing technical data to support the discussions. Topic areas dealt with in the 17 chapters include: "1985" revisited; the nature of energy; the laws of energy conversion; the efficiency of energy conversion; energy and the industrial society; patterns of energy consumption; electricity, energy and air pollution; fossil fuels and the environment; projections of energy futures and some failures of such projections; mixed blessings of nuclear energy; fuels from oil shale and tar sands, fuels from coal, and fuel cells; alternative energy sources; solar energy; energy conservation; energy and society; and energy policy: toward the year 2000. Six appendices are included with data on energy and discussions of large and small numbers and the mathematics of energy, heat and heat engines, the nature of electricity, the meteorology of air pollution, and energy from the nucleus of atoms. (JN)

ED 265 107 SP 026 865

Alger, Chadwick F.; Harf, James E.

Global Education: Why? For Whom? About What?

SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.

PUB DATE- Jun 85

NOTE- 30p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872 and SP 026 874.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational Needs; *Global Approach; Holistic Approach; *International Education; Teacher Role

Human beings can not have a fulfilling life on this planet without global education. All educators, whatever their field, have a role to play in global education. An adequate understanding of the global relationship can be obtained by focusing on five chosen themes: values, transactions, actors, procedures, and mechanisms. Each of these themes offers a window of opportunity for grasping a piece of the essential nature of the globe. Together, these themes represent a coherent foundation for global understanding that can lead to thoughtful participation. (CB)

ED 264 877 IR 051 387

LaBorie, Tim; Donnelly, Leslie
Planning for End-User Database Searching: Drexel and the Mac: A User-Consistent Interface.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-A-85-1
PUB DATE- May 85
NOTE- 19p.; For other papers on the microcomputing program at Drexel University, see ED 250 967-970.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice-President for Academic Affairs, Drexel University, 32nd and Chestnut Streets, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; College Freshmen; Computer Literacy; *Computer Software; Databases; Higher Education; Library Facilities; Library Instruction; *Library Planning; *Microcomputers; *Online Searching; Program Descriptions; Workshops
IDENTIFIERS- Apple Macintosh; Bibliographic Retrieval Services; *Drexel University PA; *End Users

Drexel University instituted a microcomputing program in 1984 which required all freshmen to own Apple Macintosh microcomputers. All students were taught database searching on the BRS (Bibliographic Retrieval Services) system as part of the freshman humanities curriculum, and the university library was chosen as the site to house continuing end-user searching facilities. This paper describes the university's training program and the library's planning process and database searching workshops. Emphasis is placed on the use of the Macintosh and several software packages in the planning and implementation process, including developing budgets, creating instructional materials, maintaining statistics, and writing minutes of meetings. In planning the program, attention was directed toward user-operated equipment, software, search costs, and statistical reports. A discussion of training end-users focuses on three groups: faculty, freshmen, and everyone else on campus who might want to learn to do their own searching. A final section summarizes the results of the year-old program. An appendix lists and summarizes the software packages used with the Macintosh for planning and teaching. (Author/THC)

ED 265 045 SE 046 346

Blueford, J. R.; And Others
Universe Cycle. K-6 Science Curriculum.
Geological Survey (Dept. of Interior), Reston, Va.; Math Science Nucleus, Fremont, CA.
PUB DATE- Dec 85
NOTE- 70p.; For other documents in the curriculum see SE 046 344-345 and SE 046 347-350.
AVAILABLE FROM- Math/Science Nucleus, 43000 Sumter Ave., Fremont, CA 94538 ($15.00 for complete curriculum).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; *Ecology; Elementary Education; *Elementary School Science; Geography; Geology; Interdisciplinary Approach; *Physical Environment; *Science Activities; Science Education; *Space Sciences; Unified Studies Curriculum; Units of Study

Universe Cycle is one of the units of a K-6 unified science curriculum program. The unit consists of four organizing sub-themes: (1) earth (providing activities on the physical shape of the earth and landform formations; (2) geography (emphasizing map reading skills); (3) universe (exploring the components, processes and future projects for the solar system); and (4) natural environment (addressing ecological concepts and processes). Each sub-theme contains an introductory statement, student activities for lower grades (K-3) and upper primary grades (4-6), and a teacher's copy for each student worksheet. All student worksheets are ready for duplicating. (ML)

ED 265 124 SP 026 932

Overseas Employment Opportunities for Educators.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DODDS-Pam-85-P-0011
PUB DATE- Jul 85
NOTE- 60p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Federal Programs; Military Personnel; *Overseas Employment; *Teacher Employment; Teaching Conditions

This brochure contains information regarding recruitment procedures for elementary and secondary teachers seeking employment in schools operating on United States military bases. Sections cover the following areas: (1) eligibility; (2) position categories and special requirements; (3) application procedures; (4) basic program information and entitlements; (5) housing, living, and working conditions; and (6) shipment of household goods and personal effects. A complete application form is attached. (JD)

ED 265 142 SP 027 057

Tennesseee Career Ladder Better Schools Program. Teacher Orientation Manual.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Ladders; Educational Certificates; Elementary Secondary Education; Staff Development; *State Standards; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- *Tennessee

The state mandated Tennessee Career Ladder program has five levels: (1) the probationary certificate for the first-year teacher; (2) the apprentice certificate, issued upon satisfactory completion of the probationary year; (3) the Career Level I certificate, issued upon satisfactory performance at the apprentice level; (4) the Career Level II certificate, issued upon completion of at least one Career Level I five-year period and upon meeting the requirements of the state teacher evaluation system for Career Level II; and (5) the Career Level III certificate, issued upon completion of the five-year Career Level II period and upon meeting the requirements of the state teacher evaluation system for Career Level III. This manual is designed to provide teachers with the information needed to understand the Career Ladder Teacher Evaluation System and to prepare for Career Levels II and III evaluations. Information is included on: (1) the evaluation process; (2) areas of competence; (3) sources of evaluation data; (4) teacher observation; (5) questionnaire used in evaluation; (6) candidate interviews; (7) teacher portfolios; (8) career ladder test; (9) certification standards; and (10) rights of teachers. (JD)

ED 265 172 TM 850 720

Student Achievement in California Schools: 1983-84 Annual Report. California Assessment Program.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

PUB DATE- 85

NOTE- 167p.; For an earlier report, see ED 250 376.

AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.00 plus sales tax for California residents).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; *Basic Skills; College Entrance Examinations; Computer Oriented Programs; *Educational Assessment; Educational Diagnosis; Elementary Secondary Education; Language Skills; Mathematics; National Norms; Reading Skills; *State Programs; Student Evaluation; *Testing Programs; *Test Results; Time Factors (Learning); Writing Skills

IDENTIFIERS- *California Assessment Program

This report presents test results derived from the student testing that was conducted in 1983-84 under the aegis of the California Assessment Program (CAP). All third, sixth, eighth, and twelfth grade students in California public schools were tested in reading, written language, and mathematics. The highlight of the 1983-84 expansion of CAP was the implementation of a first-time test in grade eight: the Survey of Academic Skills Grade 8. Results of the new test are included in each of the content areas of this report. A pilot study was conducted in the spring of 1984 to develop a statewide direct writing assessment. The report's findings included the following: (1) California third graders are slightly below the national average in reading and written language and slightly above in mathematics; (2) sixth graders are right at the national average in reading and written language and substantially above it in mathematics; (3) twelfth graders are below the national averages in written language, reading, and mathematics. Chapters III through V include detailed reports of the areas of reading, written expression, and mathematics, as well as conclusions and recommendations of the statewide advisory committee. Supplementary information is given about students' habits concerning homework, reading, and television watching. Chapters VI and VII assess the future of science, and history-social science expansion of the grade eight test. Chapter VIII describes results of a variety of equating studies that compared California students with a variety of national and international samples of students at each grade level. The appendix lists members of assessment advisory committees. (LMO)

Eurich, Nell P.
Corporate Classrooms: The Learning Business. A Carnegie Foundation Special Report.
Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
REPORT NO.- ISBN-0-931050-25-1
PUB DATE- 85
NOTE- 172p.
AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 ($8.50 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Business; Continuing Education; *Degrees (Academic); Educational History; Educational Research; *Education Work Relationship; Industrial Training; *Industry; Inplant Programs; Institutional Characteristics; Job Training; Management Development; *Postsecondary Education; *Professional Training; Staff Development; Teaching Methods
IDENTIFIERS- *Corporate Education

Education in U.S. industry and business is discussed, and the history of business-based education is traced to nineteenth century efforts to meet both the demands of productivity and the training of workers. After discussing the size and scope of efforts to train employees, reasons for corporate training are identified. Four dimensions of the corporate learning enterprise are considered: in-house educational programs, educational and training facilities, degree-granting institutions, and the satellite university. Specific topics include: facilities for corporate education; educational structure; the position of the training program in the company; teaching methods in the corporate classroom; research into how people learn; basic skills instruction; the education of managers and executives; technical and scientific training; sales, service, and customer training; general education; overlap with the educational establishment; and the quality of corporate courses. For 18 corporate education institutions information is provided on: program location, sponsor and history, type of institution, date established and date degree approved by state, nongovernmental accreditation, and degrees awarded. A bibliography is included. (SW)

Innovation and Change in State Colleges and Universities. The G. Theodore Mitau Award, 1985.

American Association of State Colleges and Universities, Washington, D.C.

PUB DATE- Nov 85
NOTE- 23p.; Photographs may not reproduce clearly.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036-1192 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Adult Students; *Awards; Chemistry; *Classroom Research; Community Development; *Educational Change; *Educational Innovation; Educational Quality; Educational Research; Faculty Development; Higher Education; Inservice Teacher Education; *Instructional Improvement; International Education; Mentors; Research Methodology; School Community Relationship; School Holding Power; *State Universities; Student Exchange Programs; Student Research
IDENTIFIERS- Illinois State University; Midwestern State University TX; Murray State University KY; Public Colleges; *Towson State University MD; University of Southern Mississippi; Western Carolina University NC; Western Oregon State College

An award winning program, the Teacher-Research Institute of the Maryland Writing Project at Towson State University, is described, along with six other state college programs that received special commendations by the American Association of State Colleges and Universities (AASCU). Towson State University won AASCU's G. Theodore Mitau Award for Innovation and Change in Higher Education. The Towson Teacher-Research Institute offers teachers at all levels (primary, secondary, and postsecondary) the opportunity to improve their instruction by conducting research in their classrooms. At the institute, teacher-researchers and other specialists train faculty participants in classroom research techniques. Participants then form teams to discuss the techniques, share insights, and plan research projects. Six other AASCU institutions received commendations for their innovative approaches to excellence in education: Illinois State University, Normal, for its Onarga Project; Midwestern State University, Wichita Falls, Texas, for its Four-Year Undergraduate Chemistry Research Program; Western Carolina University, Cullowhee, North Carolina, for WCU Micronet; Murray State University, Murray, Kentucky, for its Center for International Programs; the University of Southern Mississippi, Hattiesburg, for its Adult Retention Mentor Program; and Western Oregon State College, Corvallis, for its "Quality Assurance Program: Warranty of First-Year Teachers." (SW)

Brey, Ronald; Grigsby, Charles

Annenberg/CPB Project: A Study of Telecourse Students (Executive Summary) and Telecourse Student Survey, 1984.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- 84
NOTE- 69p.; A Project of the Instructional Telecommunications Consortium, American Association of Community and Junior Colleges funded by the Annenberg/CPB Project. For related documents, see IR 011 905-907.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; *Distance Education; Educational Television; Higher Education; Nontraditional Students; Questionnaires; Research Methodology; *Student Characteristics; Surveys; Tables (Data); Teaching Methods; *Telecourses

To determine demographic characteristics of students enrolled in a variety of telecourses and some of the factors that led to their enrollment, the Annenberg/CPB (Corporation for Public Broadcasting) Project funded a study in which 8,000 students enrolled in 42 telecourses were surveyed during the spring of 1984. Data from the study were tabulated by state, course type, and selected individual courses, and were subjected to a variety of other analyses. The survey posed 16 questions to telecourse students to elicit information on their personal characteristics and reasons for involvement with telecourses. An important finding of the survey was that telecourse students differ from on-campus students in several important characteristics: (1) telecourse students are more likely to be women, to have dependents at home, and to be employed; (2) telecourse students have a wide variety of educational backgrounds; (3) 20% of the telecourse students were enrolled for the first time in the college where they were taking the course and about the same proportion were enrolled only in the telecourse; and (4) 20% had earned an associate's degree. Additional findings indicate that more than half of the telecourse students reported enrolling because on-campus sections did not fit into their schedules; 85% of the students view the video programs at home; and the most important marketing tool for attracting on-campus students was the college's semester class schedule. Individual course comparisons, study methodology, cross-tabulations, telecourses included in the survey, participating colleges, and the questionnaire are presented in the student survey report that accompanies the executive summary. (JB)

ED 264 838 IR 011 922

Yeaman, Andrew R. J.
From Osborne to Macintosh.
PUB DATE- May 85
NOTE- 12p.; Paper presented at the Annual Spring Conference of the Maine Educational Media Association/Maine Library Association (Orono, ME, May 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Software; Design Requirements; *Human Factors Engineering; *Man Machine Systems; *Microcomputers; Mnemonics; *Word Processing
IDENTIFIERS- Apple Macintosh; Osborne 1; *User Cordial Interface

Recent improvements in the human factors elements incorporated in the design of personal computer interfaces are illustrated by detailed analyses of two microcomputers and their word processors (Osborne 1/WordStar and Apple's Macintosh/MacWrite). The vital steps in operation are described through analyses of the behavioral requirements involved in using each interface to create a document, save it on disk, and print it out. The hardware and software date from 1981 and 1984, respectively, and each has since received hardware improvements and software updates. Several differences between the Osborne 1/WordStar and Macintosh/MacWrite become apparent: (1) the opacity of the WordStar command-driven system, lightened by HELP menus, contrasts with the MacWrite system's invocation of a desktop as a mental model; (2) WordStar's Embedded Print Commands (EPC) contrast with MacWrite's What You See Is What You Get (WYSIWYG), in which the text appears on the screen just as it will print out; (3) Osborne's keyboard commands contrast with the Macintosh mouse-driven direct manipulation; (4) WordStar's somewhat haphazard menu organization contrasts with MacWrite's more orderly organization of menus; and (5) WordStar's command memorization through mnemonics contrasts with MacWrite's visual recognition. It is concluded that the three most important concepts in the cognitive engineering approach to system design are consistency, functionality, and friendliness (Norman, 1981), and that the Macintosh designers provide more consistency and functionality than the Osborne designers. (JB)

ED 264 961 PS 015 555

Anderson, Ariel L. H.; And Others
Socialization into the Student Role: Teacher and Student Influences. Research Series No. 160.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- Nov 85
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Behavior Standards; *Classroom Environment; Classroom Techniques; Discipline; Elementary Education; *Elementary School Students; *Elementary School Teachers; Interpersonal Competence; Interviews; Social Behavior; *Socialization; *Student Role; *Teacher Influence
IDENTIFIERS- Social Problem Solving

This study examined the influence of a variety of student- and teacher-level variables on third through fifth grade children's socialization into the elementary school student role. Both content knowledge (i.e., knowledge of classroom rules and norms) and process knowledge (i.e., social problem-solving ability) aspects of the socialization process were explored. Throughout the paper two classroom-socialization domains were considered: adaptation to classroom task and interpersonal demands. Two primary teacher variables were examined: teacher socialization priority (task versus interpersonal focus) and teacher control orientation. Briefly, results indicated that teachers' socialization priorities have an impact on students' understanding of the normative structure of the classroom environment (content knowledge) and that teachers' control orientation was related to children's ability to socially solve (process knowledge), particularly in the task domain. Different student-level variables were found to predict social problem-solving ability in the task and interpersonal domains. (Author/DST)

ED 264 975 PS 015 583

Reifel, Stuart

Children's Views of Kindergarten.

SPONS. AGENCY- Texas Univ., Austin. Research Inst.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Child Role; Class Activities; Daily Living Skills; *Educational Experience; Group Experience; *Kindergarten; Kindergarten Children; Perception; *Program Design; Program Development; *Student Attitudes
IDENTIFIERS- *Scripts (Knowledge Structures)

This paper explores children's contributions to the functioning of kindergarten classrooms, arguing that the child's perspective on educational experiences is a valuable source for understanding that experience. Although children are seldom consulted about their experiences, they can provide information about the congruence between the teacher's plan and children's experience and about how they adapt to their environment. The script model is presented as one way of tapping children's perspectives. Next, research is presented on children in child care, kindergarten, and other group settings. Findings demonstrate consistency between children's interviews on group experiences and analysis of the interviews using the script model. Finally, conclusions are drawn based on the presented research as well as implications for future research. (DST)

ED 264 990 RC 015 555

Meeting the Challenges of Educational Change for Indian People. The 11th Annual Report to the Congress of the United States. Fiscal Year 1984.

National Advisory Council on Indian Education, Washington, D.C.

PUB DATE- 85
NOTE- 45p.; For the 10th annual report, see ED 247 071.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advisory Committees; *Agency Role; *American Indian Education; American Indians; *Educational Finance; Educational Objectives; Elementary Secondary Education; *Federal Indian Relationship; Federal Legislation; *Federal Programs; Fellowships; Government School Relationship; Program Descriptions; Resource Allocation; Trust Responsibility (Government)
IDENTIFIERS- *Indian Education Act 1972 Title IV; *National Advisory Council on Indian Education

The 11th annual report to Congress from the National Advisory Council on Indian Education (NACIE) is dedicated to Navajo educational advocate Annie Wauneka and details activities during fiscal year 1984. Part I contains an introduction, an overview of the Council, legislative history, and lists of council members and committees. Part II details 1984 functions and activities including highlights of Title IV testimony from 87 individuals at 3 meetings. Part III provides NACIE recommendations to Congress and the Secretary of Education which include reauthorizing/appropriating the Indian Education Act of 1972, Title IV, amending the act to provide "Indian Preference" employment policies for staffing the Department of Education Title IV Indian Education Program Office (IEP), and re-designating IEP as an independent agency within the Department of Education. Part IV describes components of Title IV programs; summarizes objectives, activities, outcomes, and evaluation data for six Part A Formula Grant programs; and lists recipients, students served, and amounts of four education personnel department grants, three service grants, and five Indian fellowship grants. Part V contains a glossary and tables showing state-by-state distribution of funds awarded to Title IV grantees. Also included is a map showing locations and dates of the 51 full NACIE meetings. (NEC)

ED 265 077 SE 046 378

Advisory Listing of Microcomputer Math Programs Correlated to Grades 1-8 Basic Skills Assessment Program (BSAP) Objectives. Revised.

South Carolina State Dept. of Education, Columbia.

PUB DATE- Jun 85
NOTE- 66p.; Developed by the Microcomputer Math Advisory Committee. Cover page title: Math Software BSAP Correlation, Grades 1-8 Revised. For previous edition see ED 257 639.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Software; Correlation; *Educational Objectives; *Elementary School Mathematics; Elementary Secondary Education; Junior High School Students; *Mathematics Instruction; *Microcomputers; Secondary School Mathematics
IDENTIFIERS- *South Carolina

A committee selected microcomputer software for inclusion in this publication, and then correlated the software to the South Carolina Basic Skills Assessment Program (BSAP) Mathematics Objectives for grades 1-8. It was noted that this correlation of 93 selected software programs to BSAP Mathematics Objectives should be used only as a beginning point; each program should be previewed and selected on the basis of local needs or objectives. (To facilitate such reviewing, labs with microcomputers and software have been established in six South Carolina locations.) Each software program is assigned a number and is then listed for BSAP objectives for concepts, operations, measurement, geometry, and problem solving, by grade level. Then, each software item is listed, with title, grade level, group size, instructional mode, BSAP objective(s), system requirement, producer, and price. The mathematics objectives for each grade level are included in another section. Guidelines for software evaluation and a producer list for software are also included. (MNS)

ED 265 108 SP 026 866

Hosay, Philip M.
A Place for the Humanities in Global Education.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 7 Mar 85
NOTE- 20p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education For related documents, see SP 026 860-872 and SP 026 874.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Global Approach; Higher Education; *Humanities; *Humanities Instruction; *International Education; Relevance (Education)

For the global education movement, the way to international understanding is the "recognition of the increasing interdependence of nations and cultures." Central to this hopeful vision are the traditional concerns of those areas of knowledge that have come to be known as the humanities--languages, literature, the arts, philosophy, and history. While the importance of the humanities to the aspirations of the global education movement is apparent, the place of the humanities in the American school is far less visible. The evidence suggests that there are almost no humanities in the standard school curriculum with which the goals of global education can be integrated. The current state of the humanities in the school curriculum is reviewed, and the relationship of global education to the humanities is discussed. Suggestions are made for a humanistic approach to global education. (CB)

ED 265 158 SP 027 182

Pascarelli, Joseph T.; And Others
Educational Leadership Through Proactive Planning. Pathways to Growth.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 54p.; For the other documents in this set, see SP 027 183-184.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Decision Making; *Educational Administration; *Leadership Responsibility; *Long Range Planning; Management Systems; *Organizational Objectives
IDENTIFIERS- *Proactive Planning

A model of proactive planning is presented in this paper which incorporates the latest research findings related to: (1) environmental scanning (external); (2) long-range planning (internal); (3) strategic planning; and (4) educational management. Proactive planning as it occurs in the private sector is analyzed and valuable lessons which can be learned by educational leaders are underscored. The focus of the paper is on creating a vision as a leader's first role, followed by attracting people who can help realize that vision and share responsibility for achieving it. This document is one of three publications making up the Pathways to Growth series, designed to assist school leaders in planning and implementing organizational growth in the schools. (LR)

ED 264 813 HE 018 995

Sagaria, Mary Ann D.; And Others
Studying the Impact of College on Students: Project Development and Recommendations for Conducting Research. An Action Research Project for Ohio Dominican College.
Ohio State Univ., Columbus. Coll. of Education.

PUB DATE- 27 Aug 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Planning; Evaluation Methods; *Followup Studies; *Graduate Surveys; Guidelines; Higher Education; Information Utilization; *Material Development; *Outcomes of Education; Program Costs; Program Development; *Program Implementation; Questionnaires; Research Utilization; Sampling
IDENTIFIERS- Ohio Dominican College

The development of a graduate survey at Ohio Dominican College is described, and guidelines for implementing a graduate survey are provided. The survey assessed student characteristics, activities during college, endeavors after graduation, and attitudes, goals, and values. Project goals included: developing a graduate survey that could also be used for self-study for an accreditation review; evaluating whether the college is accomplishing its mission; and providing a management tool to evaluate the effectiveness of specific programs. In addition to forming a management subcommittee to organize the project, additional subcommittees that were established focused on the survey, communication, implementation, and drafting. Also considered are a needs assessment, the survey development process, and a pilot administration of the questionnaire. Guidelines for conducting a graduate study cover: sampling, survey mailing and followup procedures, project costs, and possible benefits from research. Information is included on estimated printing and mailing costs for small and large survey booklets, as well as possible uses of information derived from a graduate survey. Appendices include the management plan for conducting a survey and the survey questionnaire. (SW)

ED 264 851   IR 011 938

Browning, Ruth; Durbin, Sandra
Computers in the Home Economics Classroom.
Home Economics Education Association, Washington, D.C.
REPORT NO.- HEEA-Publication-A261-08462
PUB DATE- 85
NOTE- 74p.
AVAILABLE FROM- Home Economics Education Association, 1201 Sixteenth Street, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Computer Assisted Instruction; Computer Simulation; Consumer Education; *Courseware; Drills (Practice); Family Environment; *Family Life; Futures (of Society); *Home Economics Education; *Home Economics Teachers; Instructional Innovation; *Microcomputers; Nutrition Instruction; Teaching Methods
IDENTIFIERS- *Computer Uses in Education; Software Evaluation

This guide for teachers focuses on how microcomputers may be used in the home economics classroom and how the computer is affecting and changing family life. A brief discussion of potential uses of the microcomputer in educational settings is followed by seven major sections. Sections 1 and 2 provide illustrations and definitions for microcomputer equipment, steps for making decisions on hardware purchases, minimum hardware items needed, suggestions for evaluating computer software, questions to be asked before purchasing software, and a short evaluation checklist developed specifically for the evaluation of home economics software. Section 3 identifies and explains the three uses for computers in the home economics classroom--computer assisted instruction, computer managed instruction, and the production of student learning materials. Section 4 provides information on 96 specific home economics software programs grouped under the following headings: careers; child development and child care; clothing and textiles; consumer education; family living, values, decision making and self-improvement; foods and nutrition; housing; preschool education; and miscellaneous. Nine future computer skills are projected for home economics teachers in Section 6, and Section 7 identifies seven future uses of computers in the home. Topics which relate to the microcomputer's impact on future life are also discussed, and the document concludes with a collection of five sample home economics computer programs written on an Apple IIe, a glossary of computer terms, a list of software producers and distributors, and suggestions for further reading. (JB)

ED 264 892 IR 051 402

Beristain, Maureen Fanning
A Survey of Primary Bibliographic Instruction Methods and Aids Currently Used in Selected Canadian Academic Libraries.
PUB DATE- 85
NOTE- 108p.; M.L.S. Research Project, University of Alberta.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Community Colleges; Foreign Countries; Foreign Students; Higher Education; Information Seeking; *Instructional Materials; *Library Instruction; Library Services; Library Skills; Library Surveys; Methods; Questionnaires; *Universities
IDENTIFIERS- *Canada

This study examines bibliographic instruction methods and aids currently being used in selected Canadian academic libraries. The project's objectives included identifying: the current state of bibliographic instruction; programs or special services offered for foreign students; changes or developments that have taken place in bibliographic instruction methodologies or use of instructional aids since 1976; and trends predicted during the next three years. The primary source of data was a questionnaire survey mailed to 38 libraries in two categories: universities and colleges, and community colleges. The sample was selected to represent both kinds of libraries and 29 questionnaires were returned for a 76% response rate. This six-part report comprises: (1) historical background, purpose of the study, and an explanation of project objectives, limitations, and definitions; (2) a review of the related literature; (3) a description of the research procedures, including study and instrument design and the surveyed population; (4) project findings in a number of areas, including bibliographic instruction programs offered, instructors, publicity, methods, aids, and future trends; (5) a comparison of this project's findings with those of a similar survey conducted by Sheila Laidlaw in 1977; and (6) project conclusions. Twenty-eight tables and a bibliography are provided. Appendices include the questionnaires for both the 1977 and the current study. (THC).

ED 264 905 JC 860 025

Elliott, Cynthia Ann

The Best Language to Seal the Deal May Not Be English--Survival Spanish Can Help.

PUB DATE- 5 Apr 84
NOTE- 21p.; Paper presented at the Conference on Foreign Language in Business and Professions (Dearborn, MI, April 5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingualism; Business Skills; Community Change; Community Characteristics; Community Colleges; *Conversational Language Courses; Educational Needs; *Hispanic Americans; School Business Relationship; *Second Language Instruction; Second Language Learning; *Spanish; *Telecourses; Two Year Colleges
IDENTIFIERS- *Florida (Miami)

In response to the growing Hispanic population in Dade County Florida and the resultant need for the English-speaking businessperson to be conversant in Spanish, Miami-Dade Community College (MDCC) developed and produced a non-traditional, conversational approach to Spanish instruction. In Miami, where Hispanics account for almost 60% of the city's population and generate an estimated $2.25 billion worth of annual income, Spanish-language preparedness has become a necessity for American businesspersons wishing to take advantage of the non-English-speaking marketplace. "Survival Spanish," MDCC's conversational Spanish telecourse, consists of 30 video and 34 audio programs, a workbook, an audiotape script booklet, and a question booklet. The materials focus on typical conversational business settings, such as restaurants, retail stores, doctors' offices, travel agencies, and schools. "Survival Spanish" is designed to teach Spanish as the language is used on a daily basis, focusing first on conversation and second on language structure. The course is accessible to remote learners on Miami's Public Broadcasting Service as well as some local cable systems. The video- and audiocassettes are also available for non-credit independent learning by individuals and local businesses. Though research evidence on the effectiveness of "Survival Spanish" is not yet available, anecdotal reports from students and faculty indicate that the program is both captivating and instructive. (EJV)

ED 264 918 JC 860 039

Johnston, Cynthia Wilson

The Adult Basic Education Program: A Technological Approach to Adult Literacy Education.

Central Piedmont Community Coll., Charlotte, N.C.
PUB DATE- Dec 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Community Colleges; *Educational Technology; Illiteracy; *Literacy Education; *Outreach Programs; School Community Relationship

A description is provided of the development and outcomes of Central Piedmont Community College's (CPCC's) Adult Basic Literacy Education (ABLE) Project, a campaign designed to use educational technology, volunteer training, and neighborhood centers to provide literacy education. First, background information is presented on CPCC's involvement in adult basic education, and the extent of the illiteracy problem at state and national levels. The next sections trace the development of the ABLE Project, describing CPCC's first proposal for a comprehensive plan to eliminate illiteracy in Mecklenburg County, financial difficulties encountered at the state level and surmounted at the local level, and the research and planning activities that were undertaken. Next, the ABLE Project's first facility is described, indicating that CPCC rented 3,100 square feet of space for a literacy center in a shopping mall and equipped it with microcomputers, videotape players, tape recorders, slide projectors, telephones, and 30 carrels. A description of recruiting activities is followed by a discussion of the operations of the literacy center and the progress made by its students. Next, a discussion is provided on the expansion of ABLE to five additional locations in the county. Finally, concluding remarks suggest that ABLE could be a model for speeding the educational progress of adult illiterates. (LAL)

ED 264 931 JC 860 058

Lucas, John A.

Longitudinal Study of Performance of Students Entering Harper College, 1974-1984. Research Report Series Volume XIV, No. 6.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 30 Jan 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; *Educational Trends; Grade Point Average; Longitudinal Studies; School Policy; School Statistics; Trend Analysis; Two Year Colleges; *Two Year College Students

A study was conducted at William Rainey Harper college (WRHC) in Illinois to provide basic institutional data about student performance over time. Data were obtained on performance and achievement at WRHC by following samples of 200 full-time and 200 part-time students in successive classes between 1974 and 1984. Study findings revealed: (1) the average grade point average ranged from 2.6 to 2.4, rising and falling in direct relationship to grading policy; (2) the average full-time student accumulated 45 hours while attending WRHC for 4.8 semesters, and 37% earned a degree or certificate; (3) the average part-time student accumulated 18 hours while attending WRHC almost 4 semesters, and about 12% achieved a degree or certificate; (4) older students who enrolled beyond two semesters were more likely to persist to graduation than younger students; (5) only approximately 9% of the students transferred credit hours from another college, even though 35% to 40% had attended another college prior to entering WRHC; (6) almost one fourth of the full-time students and one third of the part-time students eventually enrolled in both degree credit and continuing education offerings at the college; and (7) similar to national trends, the American College Testing program composite scores of entering students dropped over the years even though students' high school class rank remained constant. (Author/MPH)

ED 264 946 PS 015 522

Buck, Louise Z.
Emerging Roles of Males as Child Caregivers: Fathers and Early Childhood Teachers.

PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; Early Childhood Education; *Fathers; Literature Reviews; *Males; Parent Participation; *Parent Role; *Preschool Teachers; Social Change; *Teacher Role

Recent research on fathers' increasing participation in the care and development of their children is reviewed, and an overview of the father's role in the family is provided. Possible reasons for the increase in fathers' participation are suggested, foremost among them the increasing number of mothers in the workforce and the resulting need for fathers to help maintain the home and raise the children. Implications of fathers' increased involvement for early childhood education are explored, and parallels are drawn between the slow increase and low level of fathers' involvement in nurturing their own children and the small number of men employed as early childhood teachers and child caregivers. Difficulties of men functioning as caregivers are discussed. Aggressive techniques are suggested for use by those interested in achieving a better balance of men and women teachers in the field of early childhood education. (RH)

ED 265 004 RC 015 581

Riley, Gary L.; And Others

Overview of Student Characteristics and Program Outcomes. HEP/CAMP National Evaluation Project. Research Report No. 2.

California State Univ., Fresno.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; Department of Education, Washington, DC.
PUB DATE- Sep 85
NOTE- 34p.; For related documents, see RC 015 580-583.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Attainment; Family Characteristics; Higher Education; *High School Equivalency Programs; Longitudinal Studies; *Migrant Adult Education; Migrant Education; *Migrant Programs; Outcomes of Education; *Program Effectiveness; Program Evaluation; Secondary Education; *Student Characteristics
IDENTIFIERS- *College Assistance Migrant Program; HEP CAMP National Evaluation Project

This research report is a detailed summary of student backgrounds, family characteristics, and educational and career outcomes of the respondents in the 1984-85 High School Equivalency Programs (HEP) and College Assistance for Migrants Programs (CAMP) National Evaluation Project. The report indicates that approximately half the HEP/CAMP participants came from families in the agricultural migrant stream, with over 75% reporting family incomes under $10,000 per year. Only one student in six reported that either parent graduated from high school. Nearly 60% of HEP/CAMP students spoke a language other than English in their homes. Despite the prevalence of "predictors of educational failure," 84.6% of those enrolled in HEP from 1980-1984 passed the General Educational Development examination. Of all CAMP students served between 1980-1984, 92.4% have completed at least the first year of college. About 13% have completed two-year degrees, 15% have completed four-year degrees, and nearly 2% have earned graduate degrees. Currently 28% of the HEP population and 68% of the CAMP population are enrolled in school. Over half of these students are employed part-time, one-third are employed full-time, and the rest are unemployed. Without multiple variable analyses, such as those performed for the comprehensive analytical report (Research Report No. 3), career-outcome findings in this report may seem mixed, unclear, and a bit difficult to interpret. (NEC)

ED 265 017 SE 046 312

Christiansen, Bent; And Others
Systematic Co-Operation between Theory and Practice in Mathematics Education. Mini-Conference at ICME 5. Topic Area Research and Teaching (Adelaide, Australia, August 25-29, 1984).
Royal Danish School of Educational Studies, Copenhagen (Denmark). Dept. of Mathematics.
REPORT NO.- ISBN-87-88289-36-2
PUB DATE- 85
NOTE- 90p.
AVAILABLE FROM- Dept. of Mathematics, Royal Danish School of Educational Studies, Emdrupvej, 115B, DK-2400 NV, Denmark.
LANGUAGE- English; French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; *Cooperation; *Curriculum Development; Educational Researchers; Elementary Secondary Education; Higher Education; Material Development; *Mathematics Education; *Mathematics Instruction; Problem Solving; *Teacher Education; Teachers; Teaching Methods
IDENTIFIERS- *Mathematics Education Research; Research Practitioner Relationship; *Theory Practice Relationship

A miniconference (consisting of four 60-minute sessions) was organized to contribute to the exploration of frames, forms, and contents of systematic cooperation and interaction between the researcher and teacher in the classroom. These proceedings of the conference include descriptions of the organization, purpose, and background of the conference, abstracts of presentations of six case studies, and a statement of some major questions which were presented for discussion at the concluding panel debate. The document contains five invited papers: (1) "Clinical Interviews Emmbedded in the 'Philosophy of Teaching Units'-A Means of Developing Teachers' Attitudes and Skills" (Erich C. Wittmann); (2) "Developmental Research on Paper and in Action" (Piet Verstappen); (3) "Working with Teachers to Implement a Problem Solving Approach with Pupils Aged 9-13 Years" (Leone Burton); (4) "Research and Teacher Training: Co-operative Development of Teaching Materials for Stochastics in Grades 5/6" (Gerd von Harten); and (5) "L'Enseignement de l'Enumeration: Etude de deux problemes pratiques et fondamentaux dans le cadre de la theorie des situations et du contrat didactique" (Guy Brousseau). The final part of the report contains the concluding plenary debate on the systematic cooperation between theory and practice in mathematics education. (JN)

ED 265 046 SE 046 347

Blueford, J. R.; And Others
Rock Cycle. K-6 Science Curriculum.
Geological Survey (Dept. of Interior), Reston, Va.; Math Science Nucleus, Fremont, CA.
PUB DATE- Dec 85
NOTE- 116p.; For other documents in the curriculum see SE 046 344-346 and SE 046 348-350.
AVAILABLE FROM- Math/Science Nucleus, 43000 Sumter Ave., Fremont, CA 94538 ($15.00 for complete curriculum).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Earth Science; Elementary Education; *Elementary School Science; *Geology; Interdisciplinary Approach; Matter; *Minerals; *Science Activities; Science Education; Unified Studies Curriculum; Units of Study
IDENTIFIERS- *Rocks

Rock Cycle is one of the units of a K-6 unified science curriculum program. The unit consists of four organizing sub-themes: (1) chemistry (introducing the topics of matter, elements, compounds, and chemical bonding); (2) characteristics (presenting hands-on activities with rocks and minerals); (3) minerals (emphasizing the aesthetic and economic importance of mineral substances); and (4) rocks (with investigations on the composition, types, and identification of rocks). Each sub-theme contains an introductory statement, student activities for lower primary grades (K-3) and upper primary grades (4-6), and a teacher's copy for each student worksheet. Student worksheets are ready for duplicating. (ML)

ED 265 062 SE 046 363

Geophysics: The Earth in Space. A Guide for High School Students.
American Geophysical Union, Washington, DC.
PUB DATE- 82
NOTE- 21p.; Photographs may not reproduce well.
AVAILABLE FROM- American Geophysical Union, 2000 Florida Ave., N.W., Washington, DC 20009 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - General (130)
DESCRIPTORS- *Geophysics; High Schools; *Intellectual Disciplines; *Oceanography; Plate Tectonics; *Science Careers; Science Education; *Secondary School Science; *Seismology; Space Sciences
IDENTIFIERS- *Hydrology

Geophysics is the application of physics, chemistry, and mathematics to the problems and processes of the earth, from its innermost core to its outermost environs in space. Fields within geophysics include the atmospheric sciences; geodesy; geomagnetism and paleomagnetism; hydrology; oceanography; planetology; seismology; solar-planetary relationships; tectonophysics; and volcanology, geochemistry, and petrology. This booklet, designed to serve as an introduction to geophysics for high school students, provides descriptions of each of the fields as well as brief comments on careers in geophysics. (JN)

ED 265 125 SP 026 938

Hanstein, Penelope
The Labananalysis Potential: Creative Work.
PUB DATE- 19 Apr 85
NOTE- 12p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Atlanta, GA, April 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creative Activities; *Creative Development; *Creative Expression; *Dance Education; Elementary Secondary Education; Skill Development
IDENTIFIERS- *Choreography; *Laban (Rudolf)

The purpose of this paper is to explore the application of Rudolf Laban's theories of movement to the teaching of choreography and improvisation. The paper presents learning activities appropriate for early encounters in the development of artistic process skills. It is predicated on the theory that the choreographic process is a heuristic process of "working" the dance medium with a view to recreating qualities in a concrete form. Utilizing Laban's theories, the paper explores practical means of teaching such artistic process skills as multiplicity of thinking in the medium and the perception and transformation of aesthetic qualities. (Author)

ED 264 864 IR 051 361

Guidelines for Libraries Serving Hospital Patients and Disabled People in the Community. IFLA Professional Reports, No. 2.
International Federation of Library Associations, The Hague (Netherlands).
REPORT NO.- ISBN-90-70916-02-9
PUB DATE- 84
NOTE- 37p.; Compiled by a working group chaired by Jean M. Clark under the auspices of the Section of Library Services to Hospital Patients and Handicapped Readers.
AVAILABLE FROM- International Federation of Library Associations Headquarters, POB 95312, 2509 CH The Hague, Netherlands ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Disabilities; Foreign Countries; *Homebound; Home Programs; *Hospital Libraries; International Cooperation; International Organizations; Library Associations; Library Education; Library Equipment; *Library Materials; Library Material Selection; *Library Services; Public Libraries; Special Libraries
IDENTIFIERS- *International Federation of Library Associations

These guidelines are based on the experiences of a number of librarians working in the area of library services for hospital patients and disabled people in the community, as well as work done previously by a number of national library associations. The guidelines indicate the essential features of services to disabled people and suggest alternative ways of setting up services according to local conditions. Topics covered include: the organization of library services for disabled people (needs and objectives, materials and equipment); non-medical hospital libraries including service in long-stay and specialist hospitals and institutions; services to housebound people (assessment of need, selection of material, publicity); education and training (general requirements, specific education and training, management, book and audiovisual material promotion); and representation within national library associations. Definitions of the terms used in the text and a list of standards and guidelines published by countries represented within the Section of Library Services to Hospital Patients and Handicapped Readers are also included. (THC)

ED 264 976 PS 015 584

Biemiller, Andrew; And Others

Early Childhood Programs in Canada.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 50p.; To be published as a chapter in Current Topics in Early Childhood Education, Volume 7, 1987. Ablex Publishing Corporation, Norwood, NJ, Lilian G. Katz, Editor.
CONTRACT- 400-83-0021
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; Day Care; *Early Childhood Education; Educational Policy; Educational Research; *Educational Trends; Family Day Care; Financial Support; Foreign Countries; Kindergarten; Nursery Schools; *Outcomes of Education; Program Administration; *Program Descriptions; School Age Day Care; School Role; *Social Influences; *Young Children
IDENTIFIERS- *Canada

In order to describe early childhood care and education in Canada and to discuss some related political realities and issues, this overview paper is divided into four sections. The first section concerns the use and administration of early childhood programs, including some discussion of the cultural and linguistic realities confronted by Canadian early childhhod education and the variations in programs provided by the different provinces and territories. The second section describes current trends in care and educational programs, including the following: expansion of day care centers, licensed private home care, after school day care, and kindergarten for 4-year-olds; and exploration of the "family center" concept. Examined in the third section are two issues presently receiving attention in provincial and federal policy discussion and in research programs: How much and what kinds of day care should be provided? and, How much and what kinds of early childhood education should be provided? Finally, the fourth and fifth sections respectively provide a brief review of some Canadian research concerned with the study of social and cognitive development of young children and offer a discussion of future trends in early education in Canada. (DST)

ED 265 031 SE 046 331

Meith, Nikki
Marine Mammals.
United Nations Environment Programme, Nairobi (Kenya).

PUB DATE- May 85
NOTE- 45p.; Some photographs may not reproduce clearly.
AVAILABLE FROM- United Nations Environment Programme, P.O. Box 30552, Nairobi, Kenya (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Animal Behavior; *Animals; Conservation (Environment); Conservation Education; *Endangered Species; Global Approach; *Marine Biology; Science Education; Wildlife; *Wildlife Management; Zoology
IDENTIFIERS- *Mammals

Marine mammals have not only fascinated and inspired human beings for thousands of years, but they also support a big business by providing flesh for sea-borne factories, sustaining Arctic lifestyles and traditions, and attracting tourists to ocean aquaria. While they are being harpooned, bludgeoned, shot, netted, and trained to jump through hoops, their habitats are being destroyed, their food supplies depleted, their waters polluted, and their breeding grounds invaded. Therefore, many species have or are becoming extinct. To prevent further extinctions, urgent action is needed. A common ground must be found that unites those for whom marine mammals are a source of pleasure and those for whom they are a business. This common ground must then be used as a basis for an effective global program of protection and management of marine mammal populations. This booklet attempts to identify that common ground, in order to promote quick and effective action to save the remaining marine mammals. It describes the wide variety of marine mammals, their characteristics and habitats, categories of fate (endangered, vulnerable, rare, and indeterminate), why certain species are becoming extinct, regulation of the whaling industry, uses (such as manatees clearing navigation channels of vegetation), economic factors, and other relevant topics. (JN)

ED 265 078 SE 046 379

Hider, Rebecca Ann; Rice, Dale R.
A Comparison of Instructional Mode on the Attitude and Achievement of Fifth and Sixth Grade Students in Science.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attitude Change; *Cerebral Dominance; *Elementary School Science; Grade 5; Grade 6; Intermediate Grades; Science Education; *Science Instruction; *Student Attitudes; *Teaching Methods
IDENTIFIERS- *Brain Hemisphere Functions; Science Education Research

This study analyzed the differences in attitude and achievement of fifth- and sixth-grade subjects presented with a series of science lessons directed toward instructional procedures which addressed the right hemisphere, the left hemisphere, or both hemispheric processing modes. The study used 65 randomly selected students divided into four instructional groups. Each group (except the control group) received instruction on a unit dealing with electricity using three different instructional modalities. Pre- and post-test assessment of attitudes and achievement gains were administered. Findings indicate that significant gains in achievement were greatest in the left hemisphere, textbook approach, although this group displayed the lowest gains in attitude. The greatest gains in attitude occurred in the approach utilizing an integrated left-right hemispheric approach; this group also showed significant gains in achievement. The study's conclusions imply that elementary science teachers should alter their instruction to include, along with the textbook approach, hands-on, manipulative activities. In this way both brain processing modes can be utilized to improve both the achievement and attitudes of students in the elementary science classroom. (Author/JN)

ED 265 092 SO 016 943

Nhi, Do Dien; And Others
The United States History (Khmer Edition). 34 Self-Learning Packets for Khmer Students.
George Mason Univ., Fairfax, VA. Indochina Inst.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 84
NOTE- 705p.; For Vietnamese and Lao translations, see respectively SO 016 941 and SO 016 942. Materials produced as a joint effort between George Mason University, Montgomery County, Maryland Public Schools, Prince William County, Virginia Public Schools, and the National Association for Vietnamese American Education.
AVAILABLE FROM- The Indochina Institute, George Mason University, 4400 University Dr., Fairfax, VA 22030
LANGUAGE- English; Cambodian
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Studies; Asian Americans; Bilingual Instructional Materials; *Cambodians; Civil War (United States); Colonial History (United States); Global Approach; High Schools; *History Instruction; *History Textbooks; Industrialization; Land Settlement; Modern History; Reconstruction Era; Revolutionary War (United States); Slavery; Social Studies; United States Government (Course); *United States History; Womens Studies

Designed primarily for Indochinese students in grades 9-12, 34 United States history self-learning packets Materials produced as a joint effort between George Mason University, in eight sections. The publication could be used by mainstream teachers who have a number of limited English proficient (LEP) Khmer students in their classes or by parents to tutor their children. The packets were adapted from "Two Centuries of Progress: U.S. History" (Laidlaw Brothers) and include both Khmer and English translations. Section I deals with the first peoples to migrate to this continent, American Indian life and societies, Europeans settling the Americas, the English in North America, the thirteen colonies, and the American Revolution. Section II, "Establishing a New Nation," includes the following subtitles, "A Nation Arises," "A Nation Takes Shape," and "The First Government." Section III focuses on the Jeffersonian Era, the westward movement, the Age of Jackson, and slavery and the antislavery movement. Section IV, "Conflict and Reunion," examines the period between the slavery dispute and the Civil War, the Missouri Compromise, a nation divided and reunited, and the election of 1876. Section V, "The Transformation of a Nation," discusses industrialism, the emergence of modern America, a changing social order, and the populist crusade. Packets in sections VI through VIII focus on "The Challenge of Power and Prosperity," "Depression and Global Conflict," and "World Leadership in the Nuclear Age." A glossary concludes the publication. (LH)

ED 265 143   SP 027 058

Peterson, Ken; And Others
Utah Teacher Evaluation Project: The Park City Career Ladder Design. Final Report: Secretary's Discretionary Program, Planning Grant to Develop Teacher Incentive Programs.
Utah Univ., Salt Lake City.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Jun 85
NOTE- 46p.; A collaborative planning effort between the University of Utah, Department of Educational Studies and the Park City School District.
GRANT- G008400255
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; Evaluation Problems; Incentive Grants; *Job Performance; Master Teachers; *Professional Development; *Program Development; *Teacher Evaluation; Teacher Salaries
IDENTIFIERS- Utah

The Park City School District (Utah) career ladder design provides a system in which teachers are positioned and paid according to successful performance and differentiation of responsibilities. It includes an evaluation system to differentiate among teachers. The career ladder design presents a number of innovations; for example, excellent teaching is recognized in a variety of forms. It improves existing tools, e.g. student reports. The design uses lines of evidence which other systems neglect, such as pupil gain and parent input. It addresses the problems of madatory evidence systems, such as whether or not to require all teachers to take standardized tests, by emphasizing teacher decision making. This report begins with a description of the career ladder structure. It then describes teacher evaluation and decision making systems. It concludes with a description of evaluation procedures. The appendices include issues about the lines of evidence, evaluation forms, critiques of the system by outside audiences, and a bibliography of resources used in the design. (JD)

ED 264 878 IR 051 388

Ryan, Joe
Online Database Searching with a Microcomputer: A Guide to the Basics.

PUB DATE- 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Databases; Glossaries; Guidelines; Higher Education; *Information Services; *Microcomputers; *Online Searching; *Online Systems; Reference Services; *Search Strategies
IDENTIFIERS- End Users; Gateway Systems; Online Vendors

This guide introduces the reader to the basics of online database searching using a microcomputer. Following definitions of the terms online, database, and searching, the guide presents information on the online environment, hardware needed, software needed, and configuring the software. A tutorial on online searching covers how to decide when to do an online search; choosing the database; constructing a search strategy; grouping terms; logging on to the vendor and database; entering the search statements; interpreting the results; guides to improving search techniques; and sample searches from several database vendors. A directory of vendors and gateways with a "ball park" indication of costs, suggestions for additional reading, and a glossary conclude the guide. (THC)

ED 265 173 TM 850 770

Jaradat, Derar
Assessment Data Obtained from the Jordanian GSECE: A Critical Look.
PUB DATE- Jun 85
NOTE- 22p.; Paper presented at the Annual Conference of the International Association for Educational Assessment (11th, Oxford, England, June 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Admission Criteria; College Admission; Foreign Countries; Grade 12; Higher Education; *National Competency Tests; *National Programs; Program Effectiveness; Role of Education; Secondary Education; Teacher Distribution; *Testing Problems; *Test Interpretation
IDENTIFIERS- *General Secondary Educ Certificate Exam (Jordan); *Jordan

Existing uses of assessment data obtained from the Jordanian General Secondary Education Certificate Examination (GSECE) are critically examined. The failure to fully realize potential uses of data is explored and explained in light of the existing testing technology and the associated level of expertise. A short description of the GSECE history, philosophy and testing structure together with an outline of its explicit and implicit objectives are provided. The role of the GSECE as an admission instrument for higher education within the country versus its role as an end-of-schooling certificate tool is one major controversy that is highlighted in the paper. The inappropriate uses of GSECE scores as the criterion for admission to higher education in Jordan is discussed. The possible impacts that competition with others for higher education outside the country might have on Jordanian educational decisions concerning the testing structure, score levels and passing percentages on GSECE are explored. The paper outlines a number of interrelated issues, such as test-bias, equity and accountability, along with many others pertaining to the internal evaluation of the education system and its wider implications for the welfare of the country. (Author/LMO)

ED 264 786: HE 018 967

Habecker, Eugene B.
Procedural Due Process in the Context of Public Higher Education: The Identification of Specific Due Process Components Impacting the Termination of Tenured Faculty.
PUB DATE- Jan 86
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *Court Litigation; *Due Process; Federal Courts; Higher Education; Legal Responsibility; Reduction in Force; *State Colleges; *Teacher Dismissal; Tenure; *Tenured Faculty
IDENTIFIERS- Public Colleges; *Supreme Court

Due process procedures that are judicially required in public colleges and universities when tenured faculty are involuntarily terminated for cause were identified through analysis of federal case law. Other areas of case law pertaining to due process were reviewed, including student dismissals from public colleges and universities, and property deprivation in areas outside higher education. Cases were selected from those dealing with procedural due process decided by the U. S. Supreme Court between 1970 and 1979, as well as 1982 cases from 11 federal judicial circuits. Of 10 due process components, 2 primary ones were identified: (1) an oral or written statement of the charges; and (2) an opportunity to be heard in one's own defense before competent and impartial persons who have the power to expel, suspend, or dismiss. For U.S. Supreme Court cases, the first due process component was referred to in about 70% of decided cases, while the second component was referred to in all of the decided cases. For the federal circuit cases, the first component appeared in more than 65% of the cases, while the second component appeared in more than 70%. A list of cases including dates of the decisions is appended. (SW)

ED 264 947 PS 015 525

Child Welfare and Adoption Assistance. Hearing before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, Ninety-Eighth Congress, Second Session (Hartford, Connecticut, June 1, 1984).

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

PUB DATE- 84
NOTE- 96p.; Serial 98-88. Some pages may not reproduce well due to small, broken print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Childhood Needs; *Child Welfare; Federal Legislation; *Federal Programs; *Foster Care; Hearings; High Risk Persons; Prevention; *Program Implementation; *Welfare Services
IDENTIFIERS- *Adoption Assistance; Adoption Assistance and Child Welfare Act 1980; Congress 98th; *New England; Placement Prevention

This hearing concerned the implementation of the Adoption Assistance and Child Welfare Amendments of 1980 (P.L. 96-272) in several New England states. Invited to testify were private representatives of child welfare organizations, foster parents, representatives of other organizations concerned with adoption and research activities, and witnesses from several New England states, including state child welfare officials from Maine, Vermont, and Connecticut. Testimony offered by foster parents focused on the foster care system and children's need for permanent placement. Agency representatives testified about the 1980 amendments and problems of placement, child welfare aspects of working with at-risk children, results of the Connecticut Department of Children and Youth Services/Yale Child Study Center Reunification Program (focusing on averting placement and the reunification of children in out-of-home placements with their biological parents), the prevention of placement and adoptive placement of children, and supportive services to high-risk adoptions. State agency directors and representatives reported on activities subsequent to passage of the amendments, state initiatives to prevent foster care placement, undesirable aspects of P.L. 96-272, statewide trends and recommendations for changes in the law, and problems of national policies and Federal legislation. Appended are testimonies offering specific recommendations relevant to P.L. 96-272, and several exhibits concerning Vermont's quantification of the unequal enforcement of the 1980 Act. (RH)

ED 264 962 PS 015 556

Perlmutter, Marion; And Others

Social Influence on Preschool Children's Computer Activity.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 54p.; Paper presented at the Annual Convention of the American Psycological Association (Los Angeles, CA, August 23-27, 1985).
GRANT- NIE-G-3-0032
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Cognitive Processes; *Computers; Early Childhood Education; Educational Benefits; *Learning Activities; *Peer Influence; *Preschool Children; Problem Solving; Retention (Psychology); *Social Influences
IDENTIFIERS- *Social Interaction

Thirty four-year-olds and 30 five-year-olds participated in a study of social influences on computer activity. During a first session children were individually pretested for general cognitive level and alphabet and number skills; during a second session they were given individual training on the computer; during third and fourth sessions half of the childen were observed while working alone at a computer and half were observed while working with a peer at a computer; and during a fifth session each child was individually tested for retention and feelings about the computer experience. In general, behavior of paired children was more engaged and more effective than that of nonpaired children, but was not more efficient. In addition, children who worked with a peer were observed showing more positive affect, rated their affect higher, and retained more about the experience than children who worked alone. Research conclusions also suggested that the advantages of peer interaction increased over the preschool years and that dyadic computer activity is educationally feasible and useful for young children. The results were discussed in terms of a four level-framework of social influence which hypothesized that subjects' skill level relative to task difficulty determines the nature of social influence. (DST)

Christensen, Rosemary Ackley
Images.
Minneapolis Public Schools, Minn.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 30 Aug 84
NOTE- 25p.
AVAILABLE FROM- Special School District No. 1, Minneapolis Public Schools--Planning, Development & Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398 ($5.00 plus $5.00 billing charge unless prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indians; *Art Products; Awards; *Cultural Images; Design; Elementary Secondary Education; *Ethnicity; *Illustrations; Instructional Materials; Physical Characteristics; Recognition (Achievement); Self Esteem; *Visual Aids

The packet of visual images, designed by Ojibwe artist Steven Premo, is intended to provide teachers of Indian students with contemporary, positive, non-stereotypical images of native cultures, particularly Indian women, that can be used in all classes for any aged student to assist in increasing the self-esteem of Indian children and help raise the level of understanding among all cultures. The materials include: sticker designs (11 pages of contemporary Indian students, animals, books, and smiling elders, which can be stuck to papers and worksheets or given as prizes); borders (2 types for edging announcements, posters, or worksheets); certificates (2 general designs which can be used for any event to recognize and congratulate outstanding students); duplicating masters (an example sheet is provided which contains drawings of actual female Indian students suitable for worksheets in all subjects or for notes and letters); and a bookmark design. (NEC)

Overly, Norman V.
Global Studies in Elementary and Early Childhood Education.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- Mar 85
NOTE- 25p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872 and SP 026 874.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; *Early Childhood Education; *Elementary Education; *Global Approach; *International Education; *Preservice Teacher Education; Program Improvement; Teacher Education Curriculum

The amount of attention given to global studies in early childhood and elementary settings is very limited. There appears to be a marked division in the thinking of educators over the advisability of providing any formal instruction in or about global studies at this level. Teacher preparation programs are confronted by the challenge of unformed or ill-formed global consciousness among faculty as well as among their students. A part of the problem is lack of any expectation that early childhood and elementary teachers should attain any significant level of sophistication in learning whether it is science, mathematics, or the complexities of international understandings. Impediments to introducing a global approach to the preservice education of elementary school teachers are discussed and suggestions are made for a cumulative and realistic curriculum for teacher education programs implementing global awareness studies into their programs. (JD)

ED 265 126 SP 026 957

Hall, Gene E.
A Stages of Concern Approach to Teacher Preparation. R&D Report No. 3213.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Change; Higher Education; *Learning Processes; *Preservice Teacher Education; *Program Development; Research Needs; *Student Attitudes; Teacher Education Programs
IDENTIFIERS- *Concerns Based Adoption Model

This discussion of the concerns-based approach to teacher preparation focuses on the works of Frances Fuller and the development of the concerns adoption model as a basis for effective preservice teacher education. An overview of the framework of Fuller's theory examines the salient points in the progression of concerns from non-concern, through self-concern, to the mature concern of the impact of teaching upon students. It is pointed out that these stages of concern are not necessarily sequential in each individual, and that students enter teacher preparation programs with varying degrees of maturity. Following a summarization of the Fuller perspective on the Concerns Model and a description of some of the implications of the model for teacher education practices, a discussion is presented of processing research issues regarding teacher concerns. It is suggested that, in terms of future research agenda, much more needs to be understood in terms of the dynamics of concerns as they relate to the change process in preservice teacher education programs. (JD)

ED 265 159 SP 027 183

Sarason, Seymour; And Others
Fulfilling the Promise: A Fresh Look at Collaboration and Resource Sharing in Education. Pathways to Growth.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 65p.; For the other documents in this set, see SP 027 182-184.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Planning; Educational Resources; Elementary Secondary Education; *Institutional Cooperation; Participative Decision Making; *Public Schools; *Resource Allocation; School Districts; State School District Relationship
IDENTIFIERS- *Resource Sharing

Three crucial factors which have inhibited past school improvement efforts are analyzed in this paper. These factors include: (1) promising more than can be delivered; (2) failing to effectively deal with the reality of limited resources; and (3) failing to recognize and initiate opportunities for collaboration and resource sharing. The paper specifically focuses on the promise of the third factor--collaboration and resource sharing--to illustrate its tremendous potential for improving the quality of education for America's youth. Three case studies of comprehensive, successful collaborative arrangements serve as illustrations. This document is one of three publications making up the Pathways to Growth series, designed to assist school leaders in planning and implementing organizational growth in the schools. (LR)

ED 264 800 HE 018 982

New Mexico State Commission on Postsecondary Education Annual Report.
New Mexico State Commission on Postsecondary Education, Santa Fe.
PUB DATE- 83
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Board of Education Role; Budgeting; Capital Outlay (for Fixed Assets); *College Planning; College Role; Community Colleges; *Educational Finance; *Postsecondary Education; Private Colleges; Proprietary Schools; *State Aid; State Colleges; *Statewide Planning; Student Financial Aid; Technical Institutes
IDENTIFIERS- Formula Funding; *Institutional Mission; *New Mexico; Public Colleges

The 1983 report of the New Mexico State Commission on Postsecondary Education first outlines the statutory responsibilities of the Commission and the Board of Educational Finance, and then provides brief descriptions of the state universities, community and junior colleges, vocational and technical schools, and four-year private colleges and universities. The following planning activities of the commission are considered: improving transferability among schools, improving access, program approvals and discontinuances, review of institutional missions, development of quality indicators, planning of a college telecommunications system, and review of the funding formula. The impact of fiscal year 1984-1985 state aid to higher education is analyzed, along with the economic impact of higher education on the state. An overview of new funding recommendations for 1985-1986 is also presented, and campus capital outlay projects recommended during 1983-1984 are identified. Information on student financial aid projects and licensure requirements for proprietary institutions is included. Appendices include an inventory of academic programs at all institutions, 1983 and 1984 enrollment data by institution, and a consultant's report that assesses New Mexico state institutions' mission statements and their context. (SW)

ED 264 826 IR 011 909

Bond, Sandra J.; And Others
Evaluating Computer Manuals for Memorability. CDC Technical Report No. 1.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
PUB DATE- Jan 84
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Literacy; *Computers; *Computer Software; *Guides; *Instructional Design; *Instructional Material Evaluation; *Learning Strategies; Long Term Memory; Mnemonics; Psychological Studies; Short Term Memory; Teaching Methods
IDENTIFIERS- *Instructional Effectiveness; Text Editing

Concerned with the writing and designing of computer manuals that enable users to remember the information presented within them, this study addresses two key questions: (1) whether people remember material longer if they are tested on it immediately after they learn it; and (2) what material they remember (and forget) after a week or month without practice. The study proceeded in three sessions; in the first session, novice computer users were trained on a section of a computer manual and then were tested immediately after the training. The second and third sessions re-tested the subjects 1 week and 1 month later, respectively. Results indicate that people best remember commands with associated mnemonics, commands discussed in detail, and commands presented first or last, supporting the primacy/regency notion of cognitive psychology. Conclusions provide five recommendations for document writers and two recommendations for document and computer designers to increase user retention of material. Five appendices include instructors' comments, excerpts from the manual, and three computer use tests. (JB)

ED 264 932 JC 860 059

Salmons, Nicki; Lucas, John A.

Feasibility Study for Establishing a Weight Management Center at Harper College. Research Report Series Volume XIV, No. 7.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 14 Feb 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Body Weight; Community Attitudes; *Community Centers; Community Colleges; Dietetics; Feasibility Studies; *Health Education; Needs Assessment; Nutrition Instruction; *Obesity; Physical Health; *School Health Services; Student Attitudes; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Weight Management Centers

William Rainey Harper College (WRHC) in Illinois conducted a study to determine the feasibility of establishing a Weight Management Center (WMC) at the college to provide a comprehensive program of nutrition education, increased physical activity, behavior modification, and psychological support. An interest questionnaire and a description of the proposed WMC were mailed to a sample of 1,000 district households, 500 WRHC students, and 100 faculty and staff. Study findings, based on responses from 52 residents, 40 students, and 31 faculty/staff members, and the assumption that non-respondents were not interested in the program, included the following: (1) it was estimated that 3,700 persons in the district would enroll in the program over a 5-year period; (2) if four 10-week terms were offered each year, an average of about 186 would attend each term, allowing about six sections of 30 to be offered; (3) most respondents were interested in attending the WMC in the evening or on Saturday; and (4) respondents indicated that on the average they would be willing to spend 2.7 hours per week in the program. The survey instrument and descriptions of the proposed WMC and the currently existing Human Performance Laboratory are included. (MPH)

ED 265 047 SE 046 348

Blueford, J. R.; And Others

Life Cycle. K-6 Science Curriculum.

Geological Survey (Dept. of Interior), Reston, Va.; Math Science Nucleus, Fremont, CA.
PUB DATE- Dec 85
NOTE- 87p.; For other documents in the curriculum see SE 046 344-347 and SE 046 349-350.
AVAILABLE FROM- Math/Science Nucleus, 43000 Sumter Ave., Fremont, CA 94538 ($15.00 for complete curriculum).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use -- Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Botany; Elementary Education; *Elementary School Science; *Human Body; Interdisciplinary Approach; *Paleontology; Photosynthesis; *Science Activities; Science Education; Unified Studies Curriculum; Units of Study; *Zoology

Life Cycle is one of the units of a K-6 unified science curriculum program. The unit consists of four organizing sub-themes: (1) past life (focusing on dinosaurs and fossil formation, types, and importance); (2) animal life (examining groups of invertebrates and vertebrates, cells, reproduction, and classification systems); (3) plant life (investigating plant characteristics, values, growth patterns, and the process of photosynthesis); and (4) human biology (with activities on the senses, body systems, and disease). Each sub-theme contains an introductory statement, student activities for lower primary grades (K-3) and upper primary grades (4-6), and a teacher's copy for each student worksheet. Student worksheets are ready for duplicating. (ML)

ED 265 063 SE 046 364

Coral Reefs: A Gallery Program, Grades 7-12.
National Aquarium in Baltimore, MD. Dept. of Education.
PUB DATE- 83
NOTE- 11p.; For related documents, see SE 046 365-367.
AVAILABLE FROM- National Aquarium in Baltimore, Pier 3, 501 E. Pratt St., Baltimore, MD 21202 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animal Behavior; Animals; Ecology; Field Trips; *Ichthyology; *Marine Biology; *Marine Education; *Science Activities; Science Education; Secondary Education; *Secondary School Science; Wildlife
IDENTIFIERS- *Coral Reefs; *Fishes
Gallery classes at the National Aquarium in Baltimore give the opportunity to study specific aquarium exhibits which demonstrate entire natural habitats. The coral reef gallery class features the gigantic western Atlantic coral reef (325,000 gallons) with over 1,000 fish. The exhibit simulates a typical Caribbean coral reef and nearby sandy lagoon. The class (which takes 45 to 50 minutes) begins with a brief introduction to corals and coral reefs in the classroom. Students then practice fish identification and observe fish behavior in the exhibit, using worksheets and identification boards. Upon returning to the classroom, students share their observations and learn more about fish behavior and ecology. This guide includes: (1) suggestions for activities before, during, and after the visit; (2) background information on coral reefs; (3) a crossword puzzle; (4) a worksheet on fish behavior (which may be duplicated for use during a teacher-led visit following the program); and (4) a list of suggested films (keyed by location and age/educational level). (JN)

Costantino, Giuseppe; And Others
Cross-Cultural Validation of TEMAS, a Minority Projective Test.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- 23 Aug 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- NIMH-1-R01-MH33711; NIMH-2R01-MH30569-06A
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Culture Fair Tests; Elementary Education; Hispanic Americans; *Minority Group Children; *Personality Assessment; Pilot Projects; Predictive Measurement; *Projective Measures; *Psychometrics; Scoring; Test Reliability; Test Theory; Test Validity; *Visual Measures
IDENTIFIERS- *Tell Me A Story Test; Thematic Apperception Test

The theoretical framework and cross-cultural validation of Tell-Me-A-Story (TEMAS), a projective test developed to measure personality development in ethnic minority children, is presented. The TEMAS test consists of 23 chromatic pictures which incorporate the following characteristics: (1) representation of antithetical concepts which the examinee must resolve in telling a story about the pictures; (2) structure and reduced ambiguity in order to pull specific, underlying personality functions; and (3) ethnic and contemporary stimuli to elicit diagnostically significant stories. The TEMAS test has been standardized with Hispanic children (grades K-6) in New York and Puerto Rico, and is in the process of being standardized with Black and White children in the United States. Preliminary studies of the New York population indicated that Hispanic and Black children were more verbally fluent on the TEMAS than the Thematic Apperception Test, and that TEMAS pictures evoked stable themes over a four-month interval. Other studies established internal consistency and interclinician reliability in rating TEMAS protocols. Evidence of concurrent validity was established, as well as the utility of TEMAS in predicting therapeutic outcomes in a therapy project. Discriminant validity was based on TEMAS profiles, which discriminated significantly between clinical and nonclinical samples of Hispanic and Black children. (Author/PN)

ED 265 188 TM 860 039

Rose, Andrew M.; And Others
Forecasting Device Effectiveness: Volume III. Analytic Assessment of Device Effectiveness Forecasting Technique. Final Report.
American Institutes for Research in the Behavioral Sciences, Washington, D.C.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-681
PUB DATE- Jun 85
NOTE- 93p.; For Volumes I and II, see TM 860 037-038.
CONTRACT- MDA 903-82-C-0414
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Computer Oriented Programs; Computer Simulation; Data Interpretation; Evaluation Methods; *Instructional Material Evaluation; *Interrater Reliability; Microcomputers; *Military Training; Models; *Monte Carlo Methods; Postsecondary Education; Prediction; Program Effectiveness; Program Evaluation; Rating Scales; *Simulation; Skill Development; Statistical Analysis
IDENTIFIERS- *Device Effectiveness Forecasting Technique

This third of three volumes reports on analytic procedures conducted to address various aspects of the scalar properties of the Device Effectiveness Forecasting Technique (DEFT). DEFT, a series of microcomputer programs applied to data gathered from rating scales, is used to evaluate simulator devices used in U.S. Army weapons training. The analytic procedures included Monte Carlo simulations to assess the interpretation of DEFT data output; sensitivity of DEFT parameters; comparison of outputs; stability; and interrater agreement. Results indicated that it would be necessary to include assumptions regarding expected distributions of input variables in order to meaningfully interpret DEFT output. Also, the Monte Carlo analyses demonstrated the sensitivity of output scores to variations in inputs, and assessed the effects of various assumptions regarding measurement error on output scores. Interrater reliability was high for all three DEFT levels on ratings of three actual training devices, using several different raters. (GDC)

ED 265 203 TM 860 061

Lee, Lynda Newby; Lee, Mickey M.
Field Independence and Field Dependence of Prospective Teachers at Eastern Kentucky University.
PUB DATE- Nov 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Field Dependence Independence; Higher Education; *Perception Tests; Personality Measures; *Student Teachers; Teaching Methods; *Teaching Styles
IDENTIFIERS- Group Embedded Figures Test (Witkin); Kentucky

This study identified the cognitive style (as defined by the construct of field independence/dependence) of prospective teachers at Eastern Kentucky University and identified instructional strategies reflective of the field independent/dependent dimension of cognitive style. In the 1984 Fall Semester the Group Embedded Figures Test was administered to 313 teacher education majors to assess their ability to identify simple figures located in complex figures. The ability to locate the figures indicated field independence while the inability to locate the figures indicated field dependence. The results of this study indicated 65 percent of the females and 49 percent of the males were extremely field independent or dependent. These results point to the importance of enhancing teachers' awareness of their less preferred cognitive style and the respective instructional strategies reflective of that style. Instructional strategies reflective of the field independent/dependent dimensions of cognitive style are addressed. (PN)

ED 265 217 TM 860 084

Petry, John R.

Validation of the Pre-Professional Skills Tests and Recommendation of Performance Standards in Tennessee: Selection of Participants, Data Collection, and Data Analysis Techniques.

PUB DATE- 6 Nov 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; College Entrance Examinations; *Competency Based Teacher Education; Content Analysis; Evaluation Criteria; Evaluators; Higher Education; *Item Analysis; Knowledge Level; Participant Characteristics; *State Standards; Teacher Attitudes; *Teacher Selection; *Test Validity
IDENTIFIERS- *Pre Professional Skills Tests; *Tennessee

The validation of Tennessee's Pre-Professional Skills Tests (PPST) is described. Panels of experts from teacher education institutions and local school districts performed the test item review, focusing on test validity and minimum requirements for admission to teacher education programs. Participants (136 teacher educators, 108 high school teachers and curriculum specialists, and 15 professional educators) were sent preview information before participating in the review. The teacher educator panel reviewed every test item; (1) for its relevance to successful performance in their institution's teacher preparation program, and (2) to determine whether or not a student should be required to correctly answer the item in order to be admitted to a teacher education program. Judgments were also made on the amount of a test section's content a student must know for successful school performance and for admission. Two public educator panels reviewed every test item using two questions: (1) whether education students had the opportunity to learn this content; and (2) whether this knowledge was necessary for successful teaching performance. The PPST includes both multiple choice items (reading, mathematics, writing, and essay items). (Data analyses and scoring techniques are briefly described). (GDC)

ED 265 231 UD 024 554

Goonen, Norma M.; And Others
Bilingual Education: Florida Administrator's Manual.
Florida International Univ., Miami. School of Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 83
NOTE- 226p.; A product of the Bilingual Education Training Institute for Administrators Program.
GRANT- G008005172
AVAILABLE FROM- School of Education, Florida International University, Tamiami Campus PR M08, Miami, FL 33199.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Administrator Education; *Administrator Role; *Bilingual Education; *Bilingual Instructional Materials; Elementary Secondary Education; Hispanic American Culture; *Hispanic Americans; Limited English Speaking; Mexican Americans; *Multicultural Education; Spanish Speaking
IDENTIFIERS- *Florida

This manual, which is distributed to participants in a training program for school-level administrators associated with the management of bilingual education programs in Florida, contains a wide range of different types of material. The topics covered include the following: (1) a brief description of bilingual education and an outline of its historical development; (2) a summary of bilingual education legislation; (3) the needs and problems of limited English proficient students; (4) information to promote multi-cultural awareness and appreciation, with special focus on Hispanic, Indochinese, Haitian, and Mexican-American cultures; (5) a literature review of competencies for principals of bilingual schools; (6) information on staff selection and development; (7) descriptions of bilingual curriculum materials; (8) myths and facts about bilingual education; and (9) materials for community relations. (KH)

ED 265 245 UD 024 644

Betsey, Charles L., Ed.; And Others
Youth Employment and Training Programs. The YEDPA Years.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
SPONS. AGENCY- Department of Labor, Washington, D.C.
REPORT NO.- ISBN-0-309-03595-3
PUB DATE- 85
NOTE- 532p.
GRANT- 99-3-3239-75-120-01
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418 ($24.95 prepaid).
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Employment Opportunities; *Employment Programs; *Federal Programs; Females; Hispanic Americans; Job Placement; Job Skills; *Job Training; *Program Effectiveness; Program Implementation; Unemployment; *Youth; *Youth Employment; Youth Programs
IDENTIFIERS- Census 1980; *Youth Employment and Demonstration Projects Act

This study is an evaluation of the Youth Employment and Demonstration Projects Act (YEDPA) which was in effect from 1977-1981. The first chapter summarizes the youth employment problem and draws conclusions and makes recommendations based upon the data in the report. The next chapter draws a detailed picture of the youth unemployment problem, showing the widening gap between black and other youth in finding and keeping jobs, as well as the increasing problems for Hispanics and children from low income families. Chapter 3 describes the implementation of YEDPA and shows how the legislative mandates, time schedules, and program and policy environment in which it operated determined the course of its programs and created constraints on its operation. Chapter 4 outlines the procedures used in evaluating the effectiveness of the programs. Chapters 5-8 report on the effectiveness of the occupational skills training, labor market preparation, temporary jobs, and job placement programs. Chapter 9 summarizes the research on program effectiveness derived from large, representative national samples, using national data bases. Appendices which are half of this report include: (1) "Standardized Data Collection for Large-Scale Program Evaluation: An Assessment of the YEDPA-SAS Experience" (Charles F. Turner); (2) A list of reports considered by the committee in its assessment--150-item bibliography; (3) "Implications of the Youth Employment Experience for Improving Applied Research and Evaluation Policy" (Robert Boruch); and (4) "Estimates of Effects of Employment and Training Programs Derived from National Longitudinal Surveys and Continuous Longitudinal Manpower Survey" (Valerie Nelson and Charles F. Turner). These reports are followed by five commissioned papers: "Knowledge Development under the Youth Employment and Demonstration Projects Act, 1977-1981" (Richard F. Elmore); "The Social Context of Youth Employment Programs" (Elijah Anderson); "Youth Joblessness and Race: Evidence from the 1980 Census" (George Cave); "Hispanic Youth in the Labor Market: An Analysis of High School and Beyond" (Roberto Fernandez; and "The Participation of Young Women in Employment and Training Programs" (Margaret Simms). The study includes a brief index. (CG) (CG)

ED 265 259 UD 024 659

Collins, Kevin
The Role of Education in Reinforcing the Group Model in Japanese Society.
PUB DATE- 83
NOTE- 16p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Role; Educational Environment; *Family Life; Foreign Countries; Groups; *Group Unity; *Self Concept; Socialization; *Social Systems; Sociocultural Patterns; Work Environment
IDENTIFIERS- *Japan

Many attempts have been made to explain how modern Japan has, with speed and minimal stress, become competitive with Western nations in terms of military strength and industrial productivity. One factor commonly mentioned is the "groupishness," the collective orientation,that is basic to Japanese society. Some research has suggested that the Japanese tend to stress "frame" (referring to a locality, institution, or particular relationship) over "attribute" (relating to an individual's occupation), and that this modern tendency is a carryover from the traditional extended family. While this view of the Japanese as more group-oriented than other nationalities is debatable, most writers agree that the Japanese hold very strongly to family or tribal values. It is postulated that Japan is composed of networks of vertically linked groups displaying characteristics of group loyalites, and that today the groups center less around the family than they do around the workplace. Workers are educated in the ways of group responsibility and cohesion by their managers, foremen, training programs, and the schools. All of these contribute to the maintenance of the well-regulated, peaceful workforce that supports Japan's hierarchically structured society. Japanese life at school and work is permeated with activities and pressures that insist on harmonious personal relations. (KH)

Falk, Barbara
Slogans, Policies and Practice in Multicultural Education in Australia. National Advisory and Co-ordinating Committee on Multicultural Education. Discussion Paper No.2.
National Advisory and Co-ordinating Committee on Multicultural Education, Woden (Australia).
PUB DATE- Mar 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Pluralism; *Educational Policy; Elementary Secondary Education; Equal Education; Ethics; *Ethnic Groups; Foreign Countries; *Government School Relationship; Immigrants; Minority Groups; Multicultural Education; Political Issues; Politics
IDENTIFIERS- *Australia; Australians; Political Parties

This discussion paper traces the concepts and events which link slogans about multicultural education with policy statements of political parties and the implementing of these policies, through administrative agencies, to schools. The first section is a theoretical background and gives consideration to what an immigrant's political and moral rights are and should be. Section 2 gives some demographics about immigrant groups in Australia and a background on the country's political parties. Section 3 considers the implementation of government policies and how they filter down into the school system, the individual school, and finally the single classroom. Examples of policy statements are given with analyses of some of their possible interpretations and consequences. There are two appendices; one gives demographics of immigrants by state and the second offers some policy suggestions regarding further research and actions that should be taken to untangle political slogans from the useful actions of educators. (CG)

ED 265 175 TM 860 006

McDaris, Marsha A.
Test Frequency Revisited: A Pilot Study.

PUB DATE- 84
NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Gains; *College Students; Comparative Testing; *Educational Testing; Higher Education; Outcomes of Education; Questionnaires; Recall (Psychology); Retention (Psychology); *Student Attitudes; Study Skills; Test Reliability; *Test Use
IDENTIFIERS- Personalized System of Instruction; *Test Frequency

Previous studies in the area of testing frequency are scarce and outdated, but provide results showing that college students performance improves on objective tests when more frequent tests are given. The purpose of this study was to measure college students' performance on more frequent tests by reducing a unit of study into smaller segments, administering three short tests, and comparing results to those for one long test. Students' attitudes toward the more frequent tests and changes in study time were also measured. Results indicate that students prefer frequent tests, believe they are learning the material more thoroughly, and spend more time studying for them. Compared to students in the control group (given three short tests combined into one long test), the students in the experimental group improved their performance by 15.73 points--a result which was statistically significant beyond the .001 level. Results of this study, as well as the few other studies reported, support the benefits that may be gained by college students who are given the opportunity to improve their learning through the use of frequent tests. (Author/LMO)

ED 265 189 TM 860 040

Dickinson, Terry L.
The General Linear Model and Errors of Measurement.

PUB DATE- Aug 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; Analysis of Variance; *Correlation; *Error of Measurement; *Mathematical Models; Monte Carlo Methods; Predictor Variables; *Regression (Statistics); Reliability; Statistical Studies; Test Theory; True Scores
IDENTIFIERS- *General Linear Model; Linear Models

The general linear model was described, and the influence that measurement errors have on model parameters was discussed. In particular, the assumptions of classical true-score theory were used to develop algebraic relationships between the squared multiple correlations coefficient and the regression coefficients in the infallible and fallible models. In addition, a Monte Carlo study was conducted to describe the changes in the infallible parameters due to measurement errors in the criterion variable and the predictor variables. The results indicated that the fallible squared multiple correlation was always less than its infallible counterpart, while the fallible regression coefficients either were greater than or less than their counterparts, depending on the size of their reliability of the criterion relative to the reliabilities of the predictors. The results were discussed within the context of regression analysis, analysis of variance, and analysis of covariance. (Author/GDC)

ED 265 204 TM 860 062

Manning, Gary; And Others
First Grade Reading Assessment: Teacher Opinions, Standardized Reading Tests, and Informal Reading Inventories.
PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Evaluation Methods; Grade 1; *Informal Reading Inventories; Primary Education; *Reading Achievement; *Reading Tests; *Standardized Tests; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- *Classroom Reading Inventory; *Stanford Achievement Tests

This study investigated the relationship between and among the results of three types of reading assessments in the first grade: a standardized reading test (the Stanford Achievement Tests); an informal reading inventory (the Classroom Reading Inventory); and teacher judgment of student rank in reading achievement. The study included 165 first grade students with a mean age of 84.6 months. The Pearson product-moment correlation was used to assess the relationship between the scores of the informal reading inventory word recognition and comprehension tests and the reading portions of the standardized achievement test. The Spearman-Rho correlation coefficient was used to assess the relationship between teacher judgment and the students' performance on the informal reading inventory and the standardized reading test. A statistically significant positive correlation was indicated between the informal reading inventory and standardized test scores. There were also positive correlations between achievement variables and the word recognition and also the comprehension scores of the Classroom Reading Inventory. Teacher opinion correlated with all subtests of the standardized test and the word recognition portion of the reading inventory. The achievement of all combined classrooms and most individual classrooms was average or above, based on national norms. (PN)

ED 265 218 TM 860 085

Correro, Gloria C.; Turner, James S.
Self-Concept Measures of Kindergarten Children.
PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Correlation; *Kindergarten Children; Prediction; Preschool Education; Preschool Tests; Rating Scales; *Self Concept; *Self Concept Measures; Self Evaluation (Individuals); *Teacher Attitudes
IDENTIFIERS- Martinek Zaichkowsky Self Concept Scale Children; Stanford Early School Achievement Test

Kindergarten children were administered a self-report self-concept test in order to investigate the relationship between self-concept and academic achievement. Their teachers' ability to predict what the children reported about their own self-concepts was also explored. Subjects were participants in the Cooperative Demonstration Kindergarten administered by a local school district and a university college of education. Classroom teachers administered the Stanford Early School Achievement Test II (SESAT II). Two weeks later, the researchers administered the Martinek-Zaichkowsky Self-Concept Scale for Children. Results of a correlation analysis indicated that self-concept scores were significant predictors of academic success. Teachers were able to accurately predict 40.5 percent of the self concept scores. They underestimated 52.1 percent and overestimated 7.4 percent. There was not a significant difference between predicted and actual self-concept scores; however, the teachers' underestimation was interesting as indicative of the conservative way in which they rated the children. (GDC)

ED 265 232 UD 024 571

Thomas, Frances S., Ed.
The State of Black Michigan: 1984.
Council of Michigan Urban League Executives.; Michigan State Univ., East Lansing. Center for Urban Affairs.
PUB DATE- Aug 84
NOTE- 201p.
AVAILABLE FROM- Center for Urban Affairs, Urban Affairs Programs, Michigan State University, East Lansing, MI 48824 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- Black Education; *Black Employment; *Black Population Trends; *Blacks; *Black Youth; Civil Rights; Crime; Demography; Job Training; Mass Media; Political Attitudes; *Racial Relations; *Socioeconomic Status; Unemployment
IDENTIFIERS- Media Bias; *Michigan

Each of the eight chapters of this report on life conditions of blacks living in Michigan addresses a different issue. The chapter titles (and their authors) are as follows: (1) "A Demographic Overview of Blacks in Michigan" (Maxie C. Jackson, Jr.); (2) "The Economic Status of Blacks in Michigan" (Karl D. Gregory); (3) "Unemployment, Employment, and Training in Michigan" (Richard W. Thomas); (4) "Black Political Participation in Michigan" (Wilbur C. Rich); (5) "Black Crime in Michigan" (Homer C. Hawkins); (6) "Black Youth in Michigan" (Algea Othella Harrison); (7) "The Media in Michigan" (Gilbert A. Maddox); and (8) "Summary and Conclusions: Racial Disparities Persist in Michigan" (Joe T. Darden). The concluding chapter, which analyzes general findings, asserts that the socioeconomic gap between blacks and whites in Michigan remains wide, and that true black progress will remain impossible to attain as long as this gap continues. It is predicted that, given the present conservative climate and the persisting attacks on equal opportunity policies and programs, it will be a long time before blacks reach parity with whites. (KH)

ED 265 260 UD 024 660

Currie, Jan; Breadmore, Jim

Montessori and Krishnamurti: A Comparison of Their Educational Philosophies and Schools in Practice in the U.S. and India.

PUB DATE- 83
NOTE- 28p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Comparative Education; *Early Childhood Education; Educational Objectives; Educational Philosophy; *Educational Theories; Elementary Education; Government School Relationship; *Open Education; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- India; *Krishnamurti (J); Montessori (Maria); *Montessori Method

The educational philosophies of Maria Montessori and Jiddu Krishnamurti are compared and contrasted in this paper. The discussion is based on texts by both educators and direct observation of some of the schools (United States, Australia and India) where these ideas are being implemented. First, general principles of each educator are discussed. Both are said to have condemned traditional approaches to education and to have objected to the record of state involvement in education. The next three sections describe their ideas regarding: (1) how children learn and the role children should take in their own education; (2) the attributes, characteristics, and training of teachers, and the teacher-child relationship; and (3) the proper education environment, with focus on discipline, competition, evaluation, and the use of methods. In conclusion, it is said that Montessori's and Krishnamurti's philosophies have more similarities than differences. Children love being at both kinds of school. Their schools have successfully deinstitutionalized the learning process and made the teacher-pupil relationship a caring and loving one. The major difference between the two types of education is the approach to method: Krishnamurti scorns adopting a particular method while Montessori tried to design a method that was based on her observation of the "natural" child. (KH)

ED 265 273 UD 024 675

Sturman, Andrew

Immigrant Australians, Education and the Transition to Work. National Advisory and Co-ordinating Committee on Multicultural Education. Discussion Paper No.3.

National Advisory and Co-ordinating Committee on Multicultural Education, Woden (Australia).

PUB DATE- Mar 85
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Attainment; *Educational Attitudes; Educationally Disadvantaged; *Education Work Relationship; Elementary Secondary Education; *Employment Level; Equal Education; Ethnic Groups; Foreign Countries; *Immigrants; Outcomes of Education; *Postsecondary Education; Teacher Attitudes
IDENTIFIERS- *Australia; Australians; Immigration

This discussion paper examines the schooling, and in particular the post-secondary educational performance and transition to work, of the ethnic minority communities in Australia. The first section gives a background on immigrants, education, and equity. Section 2 discusses patterns of immigration to Australia and the overall usefulness of research in this area. The next three sections discuss how immigrant groups approach schooling or post-secondary education, how schools or post-secondary institutions respond to immigrant groups, and how well immigrant groups achieve in the education they receive. In the context of the first topic, educational aspirations, motivations, and attitudes are considered and the relationship between multiculturalism and educational disadvantage is examined. The paper considers possible contributions that the education system can make to fostering social or cultural inequalities and examines the link between schooling, post-school opportunities, and aspects of curriculum structure and content. The final topic considers the distinction between educational attainment or retentivity and educational performance. A separate section is devoted to the issue of the transition to work, with consideration of how immigrant Australians approach this transition and how well their educational attainments translate into vocational outcomes. (CG)

ED 265 246 UD 024 646

Sheehan, Barry A., Ed.
Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983).
La Trobe Univ., Bundoora (Australia). Centre for Comparative and International Studies in Education.
REPORT NO.- ISBN-0-85816-525-2
PUB DATE- 83
NOTE- 497p.; For individual papers, see UD 024 647-668.
AVAILABLE FROM- Dr. K. L. Grose, Centre for Social and Cultural Studies, University of New England, Armidale, New South Wales 2351, Australia ($36.00--Australian).
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- Colonialism; *Comparative Education; *Educational History; *Educational Policy; Educational Practices; Elementary Secondary Education; *Foreign Countries; Higher Education; *International Education; Politics of Education; *Research Methodology

Papers presented at a conference on comparative and international education, sponsored by the Australian Comparative and International Education Society, are collected in this document. The 26 papers are divided into three sections. The first section, entitled "Reflections on the Contribution of Comparative and International Studies to the Theory and Practice of Education," discusses the role and values of perspectives from the fields of comparative, international, development, and multicultural education. Research paradigms and methodologies are discussed, as well as issues of multiculturalism both within and among countries. The second section, "Schooling, Policies and Practices," has an international focus and for the most part does not address theoretical issues, but concentrates on a variety of educational policies and practices in different countries. Finally, the third section, "Colonialism and Education: Historical and Contemporary Perspectives," discusses colonialism and the transition of education models. (KH)

ED 265 176 TM 860 014

Research by External Agencies or Individuals in AISD.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-85-52
PUB DATE- 85
NOTE- 55p.; For related documents, see ED 236 170 and ED 252 568. Cover title: "External Research in AISD: Aiming for Growth."
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Program Evaluation; Research and Development; *Research Projects; Research Proposals; *School Districts
IDENTIFIERS- *Austin Independent School District TX

This document is the seventh annual publication of abstracts of research projects conducted within the Austin (Texas) Independent School District (AISD) by external agencies or individuals. Each researcher has passed a screening process in which AISD staff members from a variety of departments reviewed proposals. This screening insures the following: (1) time and energies of AISD staff and students are protected; (2) only projects meeting District criteria as conditions for participation in research are approved; and (3) high quality research that fits the needs and interests of the District is promoted. Each researcher is required to provide an abstract for this volume, and each abstract is entirely the work of the author named. Of twenty-two proposals submitted between June 15, 1984 and June 15, 1985, sixteen were approved. A table of research projects lists project number, title of research project, project director sponsor, schools where research is being conducted, and whether or not a report is on file. Abstracts (or interim reports for projects in operation) include participating schools, description of the study, results, implications of results, and implications for AISD. (LMO)

ED 265 190 TM 860 042

Fuchs, Douglas; And Others
Norm-Referenced Tests: Are They Valid for Use with Handicapped Children?
PUB DATE- 85
NOTE- 33p.; Portions of this paper were presented at the Annual Meeting of the and at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Aptitude Tests; *Disabilities; Elementary Secondary Education; Interrater Reliability; *Norm Referenced Tests; Special Education; Standardized Tests; *Test Construction; *Test Interpretation; Test Manuals; Test Reliability; Test Validity

The present investigation represents a systematic effort to determine whether handicapped children have been included in the development of test norms, items, and indices of reliability and validity. It analysed up-to-date user manuals and technical supplements of 27 well known and widely used aptitude and achievement tests. Study procedure involved four basic steps: (1) selecting tests; (2) contacting publishers for current and complete technical information; (3) analyzing the technical data; and (4) determining interrater agreement. A matrix was constructed to include the tests and six psychometric characteristics, yielding 162 cells. Each cell was filled in or left blank, according to the information pertaining to the inclusion of the handicapped. Sixty-three cells were blank; 84 contained question marks, indicating widespread failure among test developers to clarify the population on which they developed instruments. Results indicated most test developers and publishers provide scant data on the appropriateness of their tests for use with handicapped children. Appendices include a four-page bibliography, a table showing the titles, authors, publishers and copyright dates of the norm-referenced tests, and a table showing handicapped children's participation in the development of the tests. (LMO)

ED 265 205 TM 860 066

Ferguson, Harold L.; Enger, John M.

Missouri Performance Based Teacher Evaluation Program: Principal Perceived Ratings and Projected Job Targets.

PUB DATE- May 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; Elementary Secondary Education; *Interrater Reliability; Job Performance; *Principals; Questionnaires; *Rating Scales; State Programs; *Teacher Evaluation
IDENTIFIERS- Competency Based Assessment; *Missouri Performance Based Teacher Evaluation

The purpose of this study was to: (1) assess the anticipated ratings of teacher performance by principals using the Missouri Performance Based Teacher Evaluation (PBTE) prior to the first cycle of its implementation; (2) determine whether or not elementary and secondary principals, using the same instrument, would be consistent in perceived ratings of their teachers on the nineteen criteria items of the PBTE; and (3) examine the projected number of job targets produced by these ratings. A questionnaire was sent to 19 randomly selected elementary and secondary school principals to estimate the percentage of their ratings of teacher performance for each of the 19 criteria on the PBTE rating scale. Thirty-five surveys were returned indicating similar ratings by both elementary and secondary school principals on each of the 19 criteria. Overall, 14.6 percent of all the perceived teacher ratings would produce job targets. Recommendations include the following criteria that should be met before a school district undertakes PBTE: (1) design a model to meet specific needs of the district; (2) have administrative support; (3) develop evaluators' skills; and (4) provide for ongoing staff inservice. (PN)

ED 265 219 TM 860 086

Dewalt, Mark W.; Loyd, Brenda H.
The Dimensionality of Agreement and Importance for Attitude Scales.
PUB DATE- Jul 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; *Attitude Measures; Factor Analysis; Factor Structure; Forced Choice Technique; Higher Education; Personality Assessment; Predictive Validity; Test Reliability; *Test Theory
IDENTIFIERS- *Likert Scales

Attitude measurement through Likert-type surveys usually provides no opportunity to assess the importance of the statements of the subjects. This study, involving 479 graduate and undergraduate students, examines the question of whether importance and agreement measures have different underlying dimensions, and examines the question of whether the addition of an importance measure to an agreement measure will change these dimensions. The instrument used for this study was a university environment attitude survey, including 25 statements describing characteristics of atmosphere. Subjects were grouped into three randomly equivalent groups of 160 each. A factor analytic procedure was conducted for each of the three groups. Findings indicate that importance and agreement measures have similar underlying dimensions, and that the addition of an unimportance measure to an agreement measure will not change these dimensions. (Author/LMO)

ED 265 233 UD 024 583

Peek, Thomas R.

K-12: What the Data Show about Public Education in Minnesota.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
PUB DATE- Oct 85
NOTE- 6p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Educational Planning; *Educational Quality; Elementary Secondary Education; *Public Education; *Student Characteristics; *Teacher Morale
IDENTIFIERS- *Minnesota

An ongoing study has identified four major problems in Minnesota's public education system: (1) Minnesota schools are being asked to provide racial integration, special educational services, and other additional responsibilities at the same time that the school system is contracting as a result of demographic, political, and economic trends. (2) Although Minnesota teachers earn slightly more than the national average, a recent survey revealed that 58 percent are dissatisfied with their jobs. (3) Significant financial disparities between the state's school districts restrict educational opportunities, and recent legislation has overturned earlier measures addressing this problem. (4) Minnesota students have changed: perhaps the most important challenge to public education is coping with a student population whose circumstances of life are dramatically different from their parents and older siblings. The four problems outlined in this paper have been overshadowed by other issues whose centrality within the current public debate may not be justified. (KH)

ED 265 261 UD 024 661

Fraser, Stewart E.

China-Vietnam: Notes on Population and the Development of School Programs for Population Education.

PUB DATE- 83
NOTE- 22p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Birth Rate; Contraception; *Curriculum Development; *Family Planning; Foreign Countries; Government Role; *Population Education; *Population Growth; Secondary Education; Sexuality
IDENTIFIERS- *China; *Vietnam

China and Vietnam currently face excessively high population growth rates. Both countries have recently introduced population education programs, but, for a variety of internal reasons, they are at different stages of development. Since 1980, the Chinese have made progress in experimenting with and implementing new programs, but the Vietnamese are still at the planning stage and population education has not yet received a priority rating in curriculum innovation. Nonetheless, like China, Vietnam has received extensive grants from the United Nations Fund for Population Activities to foster demographic studies, census and statistical activities, and the development of contraceptive strategies and medical research for family planning programs. In Vietnam, there is little support for the introduction of a discreet new course in population at the high school level, but exploration is underway to develop a thematic approach incorporating demography into already existing courses. In 1982, Hanoi established the Commission on Popular Education to generate policy recommendations and to administer development and implementation. In China, population education was introduced to selected high school and middle school students in the 1980s. The Beijing Institute of Education has designed a textbook, "Population Education" which rigorously promotes the concept of the One Child Family as the social and national ideal and is intended to be discussed and read eventually by the general public. (KH)

ED 265 274 UD 024 676

Joblessness among Women: A Portrait of Female Unemployment. A First Friday Report.

Full Employment Action Council, Washington, DC.

PUB DATE- 1 Nov 85
NOTE- 50p.; Issued by the Coalition on Women and Employment and the Full Employment Action Council.
AVAILABLE FROM- Full Employment Action Council, 815 16th Street, N.E., Washington, DC 20006.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Equal Opportunities (Jobs); Fatherless Family; *Females; *Heads of Households; Hispanic Americans; Job Training; *Minority Groups; Poverty; Sex Bias; *Underemployment; *Unemployment; Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982; Work Incentive Program

This report presents a portrait of female unemployment from a national perspective. Summary findings indicate that nearly 8 million American women either do not have jobs or work part-time because they cannot find full-time employment. Unemployment is particularly high among Black women (15%); Hispanic women (11%), and female heads of households (11.6%); these rates are one and one half to two times higher than the rate of unemployment in the general population. Three years after the 1981-82 recession, unemployment among women remains 34% higher than it was following the 1974-75 recession, and levels among Black women, Hispanic women, and female heads of household are 37%-85% higher than they were during previous periods of economic recovery. The joblessness among women and the low wage levels in traditionally female occupations continue to undermine the economic stability of families. Finally, it was found that current Federal initiatives to combat joblessness and underemployment among women fall short of documented needs. Job training has dropped since 1981 and efforts to prevent employment discrimination and worker dislocation are being weakened by current government policies. The paper presents details of these and other findings and an analysis of the implications. Included is a listing of women's organizations. (CG)

ED 265 247   UD 024 647

Crossley, Michael; Burns, Robin
Case Study in Comparative and International Education: An Approach to Bridging the Theory-Practice Gap.
PUB DATE- 83
NOTE- 20p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Confernece of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Comparative Education; Educational Practices; *Educational Theories; Information Needs; *International Education; International Studies; Naturalistic Observation; *Research Methodology; *Research Utilization; Sociocultural Patterns

Case study research, as presented here, is a way to interrelate the theory and practice of education and to improve the contributions of comparative and international research studies. This paper argues that there are four levels of concern in comparative and international education: the development and transmission of ideas about education; the sociocultural context in which education takes place; the system for organizing and disseminating educational practices; and the individual institutions where education occurs. It is asserted that the case study methodology can be valuable at all these levels of inquiry, offering comparativists a way of using analyses of each level in multi-dimensional studies. Further, it is argued that the case study helps to bridge the theory-practice gap in comparative and international education by de-emphasizing the national arena and focusing on the international and home arenas in a practical, day-to-day context. (CG)

ED 265 177 TM 860 024

Pirolli, Peter L.; Anderson, John R.

The Role of Mental Models in Learning to Program.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Nov 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Psychonomic Society (25th, San Antonio, TX, November 1-3, 1984).
CONTRACT- N00014-84-K-0064
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; *Computer Assisted Instruction; *Computer Science Education; Computer Simulation; Higher Education; Hypothesis Testing; Learning Theories; *Models; *Problem Solving; *Programing
IDENTIFIERS- *GRAPES Production System Model; LISP Programing Language; *Recursive Programing; SIMPLE Programing Language

This study reports two experiments which indicate that the processes of providing subjects with insightful representations of example programs and guiding subjects through an "ideal" problem solving strategy facilitate learning. A production system model (GRAPES) has been developed that simulates problem-solving and learning in the domain of writing recursive functions. In the first experiment, a mental model of recursion that employed the given representation (structure model) was contrasted with a model of recursion that emphasized how recursive functions are evaluated (evaluation model). Two groups of subjects were tested using these models, and, in the training phase, both groups reached the same level of proficiency. However, data suggest that the structure model group reached this level in a more efficient manner, having learned a general strategy for structuring their code very early on in the training phase. In the second experiment, members of the GRAPES research group implemented and tested a computer-based system for tutoring LISP. Students of a LISP programming course were divided into two groups, one that interacted with the LISP tutor and another that worked in a standard LISP environment. Overall performance for students interacting with the LISP tutor was superior to those who did not interact with the tutor. (Author/LMO)

ED 265 191 TM 860 043

Halpin, Glennelle; Akers-Adams, Sue
Minimum Competency Testing in Alabama: Regulations and Adaptations for the Handicapped.

PUB DATE- Nov 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Disabilities; *Exceptional Persons; Graduation Requirements; *Mastery Tests; Mathematics Achievement; *Minimum Competency Testing; Reading Achievement; Secondary Education; Special Education; *State Programs; Student Certification; Test Construction; *Testing Programs; Test Results
IDENTIFIERS- Alabama; *Alabama High School Graduation Examination

The purpose of this paper is to report on the processes followed and the modifications made to the Alabama state minimum competency testing program for exceptional students, as well as to provide results for exceptional students tested through spring 1985. A committee of lay citizens and professional educators identified basic competencies in reading, mathematics, and language to be mastered by Alabama students being granted a diploma. Another group constructed test items measuring these competencies. Before being assembled into booklet form, the trial items were reviewed by a number of professionals, including persons in special education. The items were critiqued by a specialist in visual impairments, a specialist in hearing impairments, a generalist who supervised a program of comprehensive special education services, and by a full-time staff person in special education at the State Department of Education. The Special Education Task Force for Basic Competency Education determined what special accommodations should be made in the testing program for the handicapped. The final report of this task force, Basic Competency Education Regulations and Accommodations for Exceptional Students, was adapted and disseminated to all local school systems. The regulations are included in the paper, as is the list of competencies. (LMO)

ED 265 206 TM 860 067

Results of the 1983 Statewide Assessment. Assessment Report 7: An Update on the Alaska Statewide Testing Program.

Interwest Applied Research, Inc., Portland, OR.

SPONS. AGENCY- Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.
PUB DATE- 84
NOTE- 13p.; For related document, see ED 262 069.
AVAILABLE FROM- Alaska Assessment Materials, Interwest Applied Research, Box 8189-University Station, Portland, OR 97207.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Evaluation Methods; Grade 4; Grade 8; *Mathematics Skills; *Reading Skills; *Standardized Tests; *State Programs; Test Construction; *Testing Programs; Test Interpretation; Test Results
IDENTIFIERS- *Alaska State Department of Education; Assessment Instruments

The Alaska Statewide Assessment Test is administered to fourth and eighth graders every two years in reading and mathematics. Assessment Report 7 describes how the assessment process works, analyzing results, test content, results for 1983, and statewide average scores. A question-answer format is used to discuss the following: (1) Was students' performance satisfactory? (2) How does 1983 performance compare with 1981? (3) Who scored higher--boys or girls? (4) How does district size affect scores? (5) How well did Alaska Natives do on the test? (6) How might district size relate to Alaska Natives performance? (7) What is the relationship between race and bilingualism? (8) Why are Native students' scores consistently lower? (9) How is performance on one subtest related to performance on another? (10) How good are the Alaska Statewide Assessment Tests? and (11) What impact will these assessment results have on classroom education? Finally, the report discusses interpreting results, plans for 1985, and the 1983 status of Alaskan education. (PN)

ED 265 220 TM 860 087

Blackbourn, Joe M.; Wilkes, Sam T.
The Relationship of Teacher Morale and Zones of Indifference.
PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8,1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Correlation; Elementary Secondary Education; Factor Structure; *Power Structure; Predictor Variables; Principals; Self Evaluation (Individuals); *Teacher Administrator Relationship; *Teacher Alienation; Teacher Attitudes; *Teacher Morale; *Test Validity
IDENTIFIERS- Authority; Purdue Teacher Opinionnaire; *Zones of Indifference (Behavior)

The relationship between teacher morale and teachers' acceptance of principals' authority was examined. The Zones of Indifference Instrument (ZII) was used to measure the degree of acceptance of authority. The Purdue Teacher Opinionnaire (PTO) was also administered to the group of Mississippi teachers to measure their morale. Usable responses were obtained from 159 teachers. The two factors of the ZII, teacher determined practice and administrator determined policy, as well as total ZII score, were significantly correlated with three PTO factors: teacher rapport with principal, teacher salary, and teacher status. The PTO factor, curriculum issues, also correlated significantly with administrator determined policy. Teacher rapport with principal and teacher load accounted for considerable variance in teachers' attitudes toward the acceptance of authority. When the data from both tests were compared, low scores on the following factors were associated with a narrow zone of indifference and high rejection of the principals' authority: teacher-administrator rapport, teacher salary, teacher status, and curriculum issues. It was concluded that there was support for the concurrent validity of the Zones of Indifference Instrument. (GDC)

ED 265 234 UD 024 596

Hispanics in Massachusetts. A Progress Report.
Massachusetts Commission on Hispanic Affairs, Boston.
PUB DATE- 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Development; Economic Development;
*Educational Needs; *Group Status; Health Needs; *Hispanic Americans; Job Training; *Social Services; Youth Problems
IDENTIFIERS- *Massachusetts; Massachusetts (Boston); Massachusetts (Chelsea); Massachusetts (Holyoke); Massachusetts (Lawrence); Massachusetts (Springfield); Massachusetts (Worcester)

This preliminary report of the Massachusetts Commission on Hispanic Affairs presents information on the issues and priorities of the state's Latino community. It begins with a brief description of the commission's methodology, summarizes testimonies on Hispanic concerns gathered during public hearings held in 1984 and 1985 in Springfield, Boston, Lawrence, Holyoke, Chelsea, and Worcester, cities in which over 50% of Massachusetts' Hispanic population lives. The next section reports on the seven task forces created by the commission to address specific priorities, which include community economic development, education, employment and training, health, housing, human services, and youth. Each task force report outlines what the present situation is for Hispanics and how the task force plans to proceed in its investigations. Recurrent themes found throughout the testimony and the task force reports cite poor housing, substandard education, and inaccessibility of social services and job training and employment opportunities as major problems for Hispanics in Massachusetts. A list of people who appeared before the commission is appended. (CG)

ED 265 275 UD 024 677

Oversight on the Federal Role in Education (Part 1). Hearing before the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session (New Orleans, LA, February 14, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 85

NOTE- 151p.; For parts 2 and 3, see UD 024 678-679. Serial No. 99-2. Some pages may not reproduce well due to small print.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Education; Educational Finance; *Educational Policy; Elementary Secondary Education; *Equal Education; *Federal Aid; Federal Legislation; *Federal Programs; Federal State Relationship; *Government Role; Government School Relationship; Hearings; Lunch Programs; Migrant Education; Tax Allocation; Teacher Education; Vocational Education

IDENTIFIERS- Congress 99th; *United States (South)

This report of a regional hearing on education considers the Federal role in education and, specifically, how Federal budget cuts will affect both school programs and major national problems such as declining productivity, inflation, social tensions, budget deficits, and challenged world leadership. Testimony was heard from representatives of the educational community from Louisiana, Mississippi, Tennessee, Texas, Alabama, West Virginia, California, Wisconsin, and Illinois. Those testifying discussed, in detail, the impact of various budget cuts on their states' educational programs and policies. Issues of taxes, teacher education, school lunches, educational equity, vocational training, migrant education, and other concerns were considered, with reference to the impact of proposed Federal cuts in educational spending. Transcripts of testimony as well as prepared statements, letters, and other supplemental materials are included. (CG)

ED 265 248 UD 024 648

Holenbergh, Rosita M.

Education and Cultural Diversity: Recent Development of Policy in Australia.

PUB DATE- 83

NOTE- 40p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Differences; *Educational Policy; Educational Research; English (Second Language); Equal Education; *Foreign Countries; *Immigrants; Migrant Education; *Multicultural Education; Policy Formation; Research Needs; Research Reports; Research Utilization; *Social Change; Social Science Research; *Sociocultural Patterns

IDENTIFIERS- Anglo Saxons; Australia; Australian Institute of Multicultural Affairs; *Australians

This paper discusses the changes in social processes and corresponding changes in education as a result of the presence of post-war, non-Anglo-Celtic immigrants in Australia. This is followed by analyses of recent reports which have influenced policy, and the paper concludes with identification of research needs in the light of recent research done in the United States. The first section deals with changes in the degree of differentiation in Australian society; changes in modes of analysis of educational and sociological research; changes in definitions of equality of opportunity; and actual programmatic changes in the education of immigrants. The second section reports on the structure of the Australian Institute of Multicultural Affairs (AIMA) and its 1980 report, which includes recommendations for tertiary education, upgrading adult education, and financial grants for ethnic schools. The document also presents highlights from AIMA's evaluation of post-arrival programs and services in 1982, and an analysis of the research report commissioned by the Schools Commission concerning ethnic schools. The final section considers future research needs and finds that the measures recommended in the foregoing reports are relatively weak on the whole. (CG)

ED 265 262 UD 024 662

Gillespie, Ros; Collins, Colin
Mao to Now.
PUB DATE- 83
NOTE- 27p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capitalism; *Economic Development; *Educational Objectives; *Foreign Countries; Labor Force Development; Marxism; Modernization; *Revolution; *School Role; *Socialism
IDENTIFIERS- *China

After the death of Chairman Mao in 1976, the educational and economic policies of the People's Republic of China changed dramatically. From 1966 to 1976, the central concern of the Cultural Revolution was the distribution of wealth and power. The primary educational goal of this period was to transform the attitudes and thinking of the Chinese people, to conduct an uninterrupted revolution against class society. In contrast, since 1976 the policies known as the "Four Modernizations" have focused on developing the means of the forces of production through supposedly neutral techniques which originated in the capitalist world. The Modernizers, led by Deng Xioping, believe that the main function of schools is to teach students the skills that will enable them to become productive laborers. By pushing brighter students ahead of slower ones, this system forces the social division between manual and intellectual labor in order to promote rapid progress of the Chinese economy. There will be time later, it is believed, to teach people the importance of a socialist political conciousness. This ideology, currently dominant, has given China the appearance of being too capitalistic in the eyes of Western Marxists, and many believe that a new revolution will be necessary to reverse it. In the main, however, Chinese society and education remain socialist. Actually, the two lines of thought, "Maoist" and "Modernist," have always co-existed in China, with one or the other dominating at a particular time. Still, the present system will produce a technocratic elite who may well replace the political elite, but this will depend on how the new elite is rewarded and controlled. (KH)

ED 265 192 TM 860 046

McLaughlin, Donald H.; And Others

Validation of Current and Alternative Armed Services Vocational Aptitude Battery (ASVAB) Area Composites, Based on Training and Skill Qualification Test (SQT) Information on Fiscal Year 1981 and 1982 Enlisted Accessions. Technical Report 651.

Human Resources Research Organization, Alexandria, Va.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-651
PUB DATE- Oct 84
NOTE- 238p.
CONTRACT- MDA-903-82-C-0531
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Ability Identification; *Aptitude Tests; Correlation; Criteria; *Cutting Scores; Data Collection; Military Personnel; *Military Training; *Occupational Tests; *Predictive Validity; Predictor Variables; Sample Size; *Test Validity
IDENTIFIERS- *Armed Services Vocational Aptitude Battery; Composite Scores; Military Occupational Specialty; Skill Qualification Test

This report describes a large scale research effort to validate and improve the Armed Services Vocational Aptitude Battery (ASVAB) aptitude area (AA) composites now used by the Army to select and classify enlisted personnel. Data were collected from existing Army sources on over 60,000 soldiers and over 60 Military Occupational Specialties (MOS). The research had three major components: (1) the components now being used by the Army were validated; (2) a new set of composites were derived empirically; and (3) both sets were compared on the basis of predictive validity, differential validity, and possible prediction bias. Both sets of composites were found to perform well, with the alternate set of four composites doing slightly better than the nine now in operational use. Appendices contain supplemental tables, editing of training outcome scores, and conversion scores. (Author/LMO)

Dawson, Karen S.; Dawson, Richard E.
Minimum Competency Testing and Local Schools.
Washington Univ., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 346p.
GRANT- NIE-G-82-0036
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Basic Skills; Curriculum Evaluation;
Educational Legislation; Elementary Secondary Education; Graduation Requirements; Interviews; Local Norms; *Minimum Competency Testing; Outcomes of Education; Program Implementation; Public Schools; School Community Relationship; *School Districts; *State Programs; State School District Relationship; Student Evaluation; Teacher Attitudes; *Testing Programs
IDENTIFIERS- *Missouri; Missouri Basic Essential Skills Test; *Ohio

This monograph reports on an exploratory investigation of the impact of minimum competency testing on local schools. The implementation and impacts of test requirements in three Missouri and four Ohio local school districts are studied through interviews with teachers and administrators and through the analysis of written materials on the test and curricula. The focus is on how the testing programs affected the curriculum, teaching, the allocation of resources, the relationships between school and community, and how teachers responded to the program. Both the intended and unintended consequences are examined. The findings suggest minimum competency tests affect different schools in varying ways. Test programs can be formulated and implemented in ways that create anxieties and resentments among teachers, or in ways that gain their support. Even the administration of a common state test will affect different schools differently. Several general factors determine the impact, including the following: (1) the form and objectives of the test; (2) the level of local community interest in student test performances; and (3) the expectations of school leaders with respect to student performances. The public interdistrict comparisons of test results greatly affected the impact of the Missouri test mandate. (Author/LMO)

ED 265 221 TM 860 088

Teacher's Manual for Using the DX System.
California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 25p.
GRANT- G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Computer Managed Instruction; *Computer Software; *Diagnostic Tests; Elementary Secondary Education; *Individual Testing; Item Banks; Microcomputers; Psychometrics; Student Evaluation; Teacher Made Tests; *Test Construction; Testing Programs
IDENTIFIERS- DX System (Computer Software)

A teacher's manual for operating the DX System, a software package for use in diagnostic testing programs, is presented. The DX System is constructed to present test items based on the individual student's pattern of responses. Described are: (1) system components designed to run on an Apple II computer; (2) program options allowing the user to administer tests, collect summary reports, and input new and revised tests; and (3) a system demonstration taking the user through a step-by-step test administration and summary of results, using two prototype tests measuring student performance in pronoun usage and reading comprehension. Included in a section on DX System implementation are subdivisions on test construction, entry of test items, test administration, summaries of results, and teaching and retesting. Samples are given showing test item layout and test performance summaries. A flow chart of test item presentation follows the text. (LMO)

ED 265 235 UD 024 598

Hispanic-Americans and Business in the United States: Linking Up for a Stronger Future. Report of the Aspen Institute Conference "Hispanic-Americans and the Business Community" (Santa Barbara, CA, August 7-10, 1985).

Aspen Inst. for Humanistic Studies, New York, N.Y.

PUB DATE- Aug 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education; *Business; *Business Responsibility; Educational Improvement; *Hispanic Americans; *Immigrants; School Business Relationship
IDENTIFIERS- Latin America; Mexico

In this report from the final session of a conference on Hispanic Americans and the business community, some general conclusions are presented. Participants, it is said, believed that the advancement of Hispanic-Americans in business depends on growing ties of mutual benefit between Hispanics and the general community. Despite the great attention paid to bilingual education, the most important educational concern of Hispanics is their high drop-out rate. Parents and businesses must work together to create educational environments that promote learning and keep students in school. Businesses, in particular, are encouraged to spend more time and capital on lobbying for public investment in education. Regarding the issue of immigration policy, the participants noted that, although Hispanic immigrants work at pay levels that no one else would accept, they often support marginal businesses that would otherwise fail. The immigration authorities must work to control illegal immigration. Stronger joint leadership from the United States and Mexican business communities is needed to help Mexico manage its debt and stimulate investment that would create more jobs. Finally, the participants urged Hispanic business leaders to participate more actively in voluntary community activities, and the mainstream business community is urged to recognize and address the importance of linking up with the Hispanic community as employees and consumers. (KH)

ED 265 178 TM 860 025

Achievement Profiles 1984-85. Volume I: District Achievement Profiles.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-84-61
PUB DATE- 85
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Elementary Secondary Education; *Institutional Characteristics; *Profiles; School Districts; *Scores; Tables (Data)
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Tests of Achievement and Proficiency; Texas Assessment of Basic Skills

The Austin Independent School District (AISD) presents District summary data for the achievement tests administered in the spring of the 1984-85 school year to all AISD students in kindergarten through twelfth grade. The Iowa Tests of Basic Skills is administered to kindergarten through eighth grade, Tests of Achievement and Proficiency is administered to grades nine through twelve, and the Texas Assessment of Basic Skills is administered in grades 3, 5, and 9-12. District characteristics accompany these results to describe the general context in which these achievement scores were collected. Students' scores were excluded from these achievement summaries under the following conditions: scores for special education students who received special education services; and scores for students who were monolingual or dominant in a language other than English. (PN)

ED 265 276 UD 024 678

Oversight of the Federal Role in Education (Part II). Hearing before the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session (Los Angeles, CA, February 16, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 85
NOTE- 389p.; Some pages may not reproduce well due to small or light print. For parts 1 and 3, see UD 024 677 and 679. Serial No. 99-3.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Bilingual Education Programs; Dropouts; Early Childhood Education; Education; Educational Finance; *Educationally Disadvantaged; Educational Policy; Elementary Secondary Education; Federal Aid; *Federal Legislation; *Federal Programs; Federal State Relationship; *Government Role; Government School Relationship; Hearings; Migrant Education; Postsecondary Education; Student Financial Aid; *Urban Schools; Vocational Education
IDENTIFIERS- Arizona; *California; Congress 99th

This report of a regional hearing on education, held in Los Angeles, considers the Federal role in education, how education can be strengthened throughout the fabric of the national agenda, and how proposed Federal budget cuts will affect school programs and impact national problems. Testimony was heard from various individuals involved with education in California, as well as the Arizona superintendent of public instruction. Those testifying discussed issues of vocational training, disadvantaged students, urban schools, bilingual programs, migrant education, college student loans, post-secondary education, and other concerns with reference to proposed Federal cuts in educational spending. The long term and short term effects of these program cuts were considered. Included are the prepared testimony of the participants, letters, and other supplemental material presented for the consideration of the committee. (CG)

ED 265 249 UD 024 649

Gauci, Emmanuel
Applying Empirical Methods in Comparative Education: An Example.
PUB DATE- 83
NOTE- 23p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Style; Comparative Analysis; *Cultural Differences; *Field Dependence Independence; Foreign Countries; High Schools; *Immigrants; Multicultural Education; Research Methodology; *Sex Differences
IDENTIFIERS- Australia (Melbourne); *Australians; Empirical Research; *Maltese Australians; Positivism

This paper presents an empirical positivist approach to an educational research problem: what factors influence the educational achievement of Maltese-Australian children in Melbourne Schools? The research tested the hypothesis that Maltese-Australian students were more field dependent than Anglo-Celtic Australians and what the role of cognitive style, as a predictor variable, had on educational achievement. The study group consisted of 97 10th year students (51 Maltese-Australians and 46 Anglo-Celtic Australians. The group was given two questionnaires to complete and six tests were administered to them over two half days. The test scores were analyzed using tests, ANOVA, and regression analysis. No significant difference was found between the two ethnic groups in their cognitive style; however, Maltese-Australian females were found to be significantly more field dependent than their male counterparts whose scores were similar to their Anglo-Celtic peers. Cognitive style did not appear as a major predictor variable in accounting for the variance of test scores in any of the groups, while reading and intellectual ability seemed more influential. The research identified differences in the nature of influences explaining the scholastic performance of the students and highlighted the need to be aware of the interaction between sex and cultural background when considering minority group response to mainstream culture. (CG)

Hindson, Colin
Kiribati: The Search for Educational Direction in a Pacific Context.
PUB DATE- 83
NOTE- 18p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Objectives; *Educational Policy; Elementary Secondary Education; *Foreign Countries; Government Role; Policy Formation; *Politics of Education; Public Education; *School Community Relationship
IDENTIFIERS- *Kiribati; Pacific Islands

An overview of the development of educational policy in Kiribati, a Pacific island nation, is presented in this paper. The decade of the 1970s was a period of tension between educators, economists, planners, parents, and politicians. These sectors interacted in shaping educational policy regarding government's financial responsibility for primary education, the number of required years of school attendance, curriculum and other issues. This debate reflected a growing public demand for universal education (at least through 6 years of primary school) and for a curriculum that prepared students for island life. In contrast, the government felt that there was no need, in economic and manpower terms, to provide better schools, and that universal primary education could only be achieved at great cost to the community. Over time, policies began to change gradually. The government's financial investment in schools increased, although many primary schools continued to charge fees. By mid-decade, consensus was reached on a policy that recognized the increased demand for secondary education and the need for a curriculum relevant to those students not continuing their schooling. The Community High Schools project was a pilot program undertaken in 1977 to experiment with a way of meeting the demand for "life preparation" courses for students not intending to pursue academics. The history of this scheme demonstrates the attempts made to reconcile in public education policy the tensions and pressures that existed among verious sectors. Resolution of the tensions inherent in educational change were achieved, not through reports, reviews, and commissions, but through adaptation and consensus. The paper concludes by examining directions in educational policies in the 1980s. (KH)

ED 265 179 TM 860 026

Basic Research: Behavioral and Social Sciences. 1984 Annual Report.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Ability Identification; Annual Reports; Armed Forces; Artificial Intelligence; *Behavioral Science Research; Bibliographies; Cognitive Processes; *Educational Research; Educational Technology; Organizational Development; Postsecondary Education; *Program Descriptions; *Research and Development Centers
IDENTIFIERS- *Army Research Institute

This is the second annual report of the Army Research Institute's (ARI) basic research program. It describes the current focus of the program and the individual research efforts sponsored within each of the four principal thrust areas: ability assessment; instructional technology; cognitive processing limitations; and intelligent systems. In addition, this volume surveys prior years of this effort, outlining the changing size and scope of the program and some of the more significant accomplishments from 1972 to 1984: (1) leader match for army training; (2) decision making in diagnostic skills; (3) cognitive learning strategies; (4) problem complexity and troubleshooting strategies; (5) computer adaptive testing; (6) methodology for intelligent computer adaptive instruction; (7) identification of research needs for human factors; (8) human components in combat simulation; and (9) discrete levels of human capacity in defense forces readiness and combat. A nine-page bibliography, arranged by topical areas, of all research completed from 1972 to date is included. Two indexes provide access by principal investigator and research organization. (PN)

ED 265 193 TM 860 047

Leles, Sam
Using Techniques of Qualitative Research to Study and Analyze Program Designs.
PUB DATE- Nov 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Curriculum Design; *Curriculum Evaluation; *Curriculum Research; *Educational Research; Elementary Secondary Education; Field Studies; Graduate Students; Higher Education; Instructional Design; Instructional Program Divisions; *Program Design
IDENTIFIERS- *Qualitative Research

The primary purpose of this study was to determine the fit between program elements described in curriculum texts that are used to identify program designs and those elements of a program used in classroom settings to teach or implement a program. A secondary purpose was to identify and describe qualitative research techniques that are usable to analyze, classify and assess program or curriculum designs. Ten graduate students (all educational practitioners) provided the researcher a written report that included the data used for this study. The students identified and selected a scholastic program for investigation and spent approximately one month studying the program of their choice. Programs were classified into one of five designs or program configurations: (1) the specified competency design; (2) the discipline/subject matter design; (3) the social activities and problem design; (4) the process skills design; and (5) the individual needs and interest design. Students also identified the curriculum elements they used to characterize that program. The researcher established the accuracy of students' curriculum classification and discussed and critiqued the written reports. Results show that different programs can be accurately analyzed and assessed by educational practitioners. (LMO)

ED 265 208 TM 860 075

Stedman, Lawrence C.; Kaestle, Carl F.

The Test Score Decline Is Over: A Reinterpretation.

Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- WCER-PR-85-8
PUB DATE- Oct 85
NOTE- 35p.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Testing; *Educational Assessment; *Educational Trends; Elementary Secondary Education; *National Norms; National Surveys; Outcomes of Education; Scores; Standardized Tests; *Test Interpretation; *Test Use
IDENTIFIERS- ACT Assessment; Iowa Tests of Basic Skills; National Assessment of Educational Progress; Scholastic Aptitude Test; Stanford Achievement Tests; *Test Score Decline; Tests of Achievement and Proficiency

Recent test results reveal that the test score decline has ended, but the legacy of this highly publicized educational episode continues. One widespread interpretation of the decline and recovery is that permissiveness and a collapse of standards in the late 1960s led to the decline and that a return to the basics and to tougher standards caused the turnaround. This paper argues that the causes of test score decline are still uncertain; that schools' standards and programs in the late 1960s probably had less to do with test score decline than is commonly believed; and that although the recent turnaround in test scores may have been the result of schools' renewed emphasis on the skills included on standardized tests, there are risks in teaching to test, in advocating a return to "the basics," and in believing that the central instructional problems of schools today will be remedied by rehabilitating the nation's average scores on standardized tests. (Author)

ED 265 222 TM 860 089

McArthur, David L.
Diagnostic Testing Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 37p.; Some pages have small print.
GRANT- G-85-0001-P1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Computer Software; *Diagnostic Tests; Elementary Secondary Education; Individual Testing; Item Banks; Microcomputers; Psychometrics; *Test Construction; Testing Programs
IDENTIFIERS- *DX System (Computer Software)

This paper presents an explanation of the program design of the three separate Pascal-language programs which comprise UCLA's Diagnostic Testing Package "DX." The three parts of the DX test package are three closely interrelated programs--Editest, Runtest, and Summary. Editest serves the following functions: (1) the creation of a suitable direct-access file of textual material for each test module; (2) the automatic creation of special files known as cue-files, which provide the requisite program pointers that allow the testing process to be adaptive, and error types to be found within a test; (3) the editing of the direct-access file of text using a simple line-oriented editor; and (4) the review of a specified direct-access file of test materials one screen at a time. The program Runtest is the computive central manager of the adaptive testing sequence, and the student response file is evaluated by the Summary program. Flow charts for each program and test administration are given. Samples are included showing: (1) test item layout; (2) location cue files; and (3) test performance summaries. The Pascal listings for each of the three programs are also appended. (LMO)

ED 265 236 UD 024 621

Porter, Kathryn; And Others
Smaller Slices of the Pie. The Growing Economic Vulnerability of Poor and Moderate Income Americans.
Center on Budget and Policy Priorities, Washington, DC.
SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.; Field Foundation, New York, N.Y.
PUB DATE- Nov 85
NOTE- 48p.; Also sponsored by the Villiers Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Economic Change; *Economic Factors; *Family Income; Federal Aid; *Federal Programs; *Poverty; Socioeconomic Status

Data which demonstrate increasing poverty in the United States are collected in this report. Following a brief introduction, six sections present information to support these major findings: (1) Today there is a growing trend toward income disparity between rich and poor. Americans of moderate incomes as well as those classified as poor have lost ground, while wealthy Americans have surged ahead. (2) Poverty is more extensive today than it has been for quite some time: the poverty rates for each of the past three years have been well above the poverty rates of the 1970s and higher than those for any year since the mid-1960s. (3) The belief that the poor are a distinct group who live in poverty much of their lives is false. In fact, large numbers of Americans are poor, or can expect to be poor, at some time in their lives. (4) Major reductions in Federal domestic programs since 1980 have disproportionately affected those with low or moderate incomes and have contributed to the rise in poverty. (5) The 1980s budget cuts were made in programs that were already inadequate. Federal benefit programs have large gaps, fail to reach millions who are poor, and provide benefit levels that, in most cases, fall well below the poverty line. (6) In a time of support program reductions, those with low and moderate incomes have had to face the additional burden of rapidly rising costs for basic necessities as well as higher taxes. An appendix contains a discussion of the ongoing debate over whether food stamps and other non-cash benefits should be included in the poverty count. (KH)

ED 265 277 UD 024 679

Oversight on the Federal Role in Education (Part III). Hearing before the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session (New York, NY, February 19, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 85

NOTE- 138p.; For parts 1 and 2, see UD 024 677-678. Some pages may not reproduce well due to small print. Serial No. 99-4.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Education; Educational Finance; *Educationally Disadvantaged; *Educational Policy; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Government Role; Hearings; Minority Groups; Student Needs

IDENTIFIERS- Congress 99th

The proceedings of a House Committee on Education and Labor oversight hearing on the Federal role in education, and specifically on the impact of education budget cuts, are provided in this document. Included are a transcript of the hearing testimony, as well as prepared statements, letters, and other supplemental materials. The statements cover a wide range of education-related issues, including school dropouts, youth unemployment, compensatory education, teacher shortages, urban schools, early childhood education, minority students, and parent participation. In addition to a number of congressional representatives who presented opinions, the speakers included state and school district administrators, and representatives of various education advocacy groups, teachers' associations, and minority advocacy groups from New York, New Jersey, Maine, Vermont, and Connecticut. (KH)

ED 265 223 TM 860 090

Baker, Eva L.; And Others
NIE Support to Assist in the Completion of USA Participation in the International Study of Written Composition. Final Report.
California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 114p.
GRANT- NIE-G-85-0006
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Cross Cultural Studies; Elementary Secondary Education; Hypothesis Testing; Models; *National Surveys; *Questionnaires; Research Methodology; *Sampling; *Scoring; Tables (Data); Writing (Composition); *Writing Evaluation; *Writing Skills
IDENTIFIERS- *International Assn Evaluation Educ Achievement; National Center for Educational Statistics; National Institute of Education

This is a final report of support received through the National Institute of Education (NIE) to assist in research on the writing ability of United States children. The study began under the auspices of the International Association for the Evaluation of Educational Achievement (IEA) in order to contribute to a cross national assessment of students' writing proficiency. Aims of the study were: (1) to provide a conceptualization of the domain of writing; (2) to explore and describe various aspects of teaching written composition; (3) to describe how students in different countries respond to assignments; and (4) to test hypotheses about factors assumed to affect performance in written composition. A model was developed for the study which included three populations (representing three levels of schooling) and a series of instruments to be used. Research was organized around: (1) sampling of participant schools; (2) describing replacement strategy and procedure; and (3) describing the procedure for selecting classes. The remainder of the research addressed aspects of the sampling plan and procedure which were unique to the three individual populations of the model. Results of preliminary data analysis are presented in tables. A supporting document, Task 1 Training and Scoring Materials, is provided in an appendix. (LMO)

ED 265 237 UD 024 628

Levy, Sydelle Brooks; Grinker, William J.
Choices and Life Circumstances. An Ethnographic Study of Project Redirection Teens.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Office of Youth Programs (DOL), Washington, D.C.
PUB DATE- Jun 83
NOTE- 123p.; For related documents, see UD 024 629-630.
GRANT- 52-36-80-01
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Case Studies; *Community Services; *Early Parenthood; Family Life; Family Programs; High Schools; *Parent Child Relationship; Pregnancy; *Pregnant Students; *Sexuality; Social Services; Unwed Mothers
IDENTIFIERS- *Project Redirection

This report presents ethnographic case studies of the life circumstances and experiences of 18 low-income adolescents who participated in Project Redirection, a national program which provides educational and family planning services at the local level to pregnant teens and mothers. Information on the teens' family background, patterns of sexuality and birth control use, and educational and employment aspirations for the future is provided, and the impact of their participation in the project is assessed. The report recommends that the program make a greater effort to involve itself with the participant's family and the father of the baby. Given the study's finding that the mother is usually the primary support for the teen and the quality of the mother-daughter relationship is a primary influence on the teen's decision making, a major program objective should be to lessen conflict and strengthen these bonds. In addition to helping the teens reach stated goals (such as continued schooling), program staff and community women are encouraged to help teens learn appropriate habits and behaviors. A broad range of educational techniques is needed to increase teens' knowledge of birth control practices, and on-site program workshops must do more than simply provide teens with the opportunity to socialize with others in their situation. Appendices to the report discuss methodology and provide synopses of the 18 case studies. (KH)

ED 265 250 UD 024 650

Benoit, J.; Cumming, Alan
Towards a Methodology for the Study of Australian Multi-Cultural Educational Approaches.

PUB DATE- 83
NOTE- 25p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Colonialism; *Comparative Education; *Cross Cultural Studies; Cultural Background; *Ethnic Groups; Ethnic Relations; Foreign Countries; Minority Groups; *Multicultural Education; Research Methodology
IDENTIFIERS- *Australia; Australians

This paper proposes a methodology for research on Australian multi-cultural education based on the idea that patterns of domination and subordination in the cross-cultural colonial context of the Third World countries can be examined to establish a comparative concept of cultural accommodation. The paper maintains that an examination of the attitudes, assumptions, and resulting interactions in the classical colonial relationship may help to increase understanding of the relationships between dominant and subordinate ethnic groups in the Australian situation. It is argued that the formulation of multicultural education policies at present relies on a subjective ethnocentrism on the part of the dominant group. Policies tend to assume that the culture of specific ethnic groups is readily identifiable and that appropriate educational programs can be formulated. Unless policy makers are more fully aware of the nature of cultural diversity and the cultural reality of individuals within minority ethnic groups, policies will continue to reflect the ideologically committed views of the majority culture. Initially, a distinction must be made between culture and ethnicity. Further elaboration of a theory of cultural accommodation may lead to greater insights into researchers' attitudes and values and how they are reflected in the Australian educational system, and may also inspire new approaches and methods in the schools. (CG)

Palmer, William P.
A Brief Account of School Inspection in Nigeria.
PUB DATE- 83
NOTE- 14p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Educational Administration; Foreign Countries; *Government School Relationship; *Inspection; International Education; Regional Programs; Schools
IDENTIFIERS- *Nigeria

This paper describes the policies and practices of school inspection in Nigeria. The first section discusses the school inspection system from 1954 to 1967. In 1954, Nigeria was given a new constitution which divided the country into regions, each of which was responsible for education in its own area. School inspection was managed on a regional basis, with a mixed record of idealism, efficiency, and ineffectiveness. The next section considers school inspection after the splitting of Nigeria into many small states in 1967. One of the major problems inspectors faced was inappropriate, outdated, or non-existent education law. To date the country's education law has still not been made uniform or centralized. Next, patterns of educational administration are discussed. The country's two basic forms of school administration are identified with the two sources of the Nigerian educational system, and differ in the degree to which control is held by state or local officials. Finally, the role of the Federal Ministry of Education and the Federal Inspectorate is described. Federal and State inspectors have different roles, with Federal inspectors less involved in administration and more involved in classroom evaluation. Relations between the two levels have generally been good. (CG)

ED 265 180 TM 860 027

Project Connect: 1984-85 Final Technical Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-84-44
PUB DATE- Jun 85
NOTE- 45p.
AVAILABLE FROM- Austin Independent School District, Office of Research and Evaluation, 6100 Guadalupe, Box 79, Austin, TX, 78752. ($1.65 plus $1.00 for postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Education; Attitude Measures; *Counseling Services; Discipline; *Drug Abuse; Drug Education; *High Risk Students; High Schools; *High School Students; Intervention; Prevention; *Program Effectiveness; Student Attitudes; Student Records
IDENTIFIERS- *Austin Independent School District TX

Project Connect operates as an intervention/prevention service for students in grades nine through twelve at risk of abusing alcohol and/or drugs in the Austin Independent School District (Texas). On the average, the 278 students in the Project were seen once a week in individual or group sessions lasting from 5 to 45 minutes. Intervention sessions occurred during class and focused on: building self-concept; providing positive alternatives to alcohol/drug use; alcohol/drug education; and personal concerns (such as suicide) and school concerns (such as not liking school and conflicts with teachers). Nearly all students believed Project Connect had helped them in limiting their consumption of alcohol and/or drugs. Connect appeared to have a positive impact on student grade point averages (GPA's). Students involved in the program the longest had the highest GPA's. An executive summary lists the major positive findings and the major findings requiring action. Included in the appendices of the final report are student records, the student survey and results, and Project Connect contact logs. (PN)

ED 265 194 TM 860 048

Hughes, Thomas M.; Douzenis, Cordelia

Predictor and Performance Variables in a Performance Based Education Course.

PUB DATE- Nov 85

NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, Biloxi, MS, November 6-8, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Competency Based Teacher Education; Discriminant Analysis; *Evaluation Criteria; *Field Experience Programs; Grade Point Average; Higher Education; Learning Theories; Negative Reinforcement; *Observation; *Performance Factors; *Predictor Variables; Standardized Tests

IDENTIFIERS- ACT Assessment

Students enrolled in classes which stressed learning theory and human development served as subjects in an investigation of the predictive power of observation scores compared to more traditional predictors such as grade point average and ACT scores. A stepwise discriminant analysis was employed, using the BMDP7B program on the Sperry 1100 Univac, to distinguish the relative predictive strength of the selected variables on the dependent variable of achievement reflected by grade. In step one of the analysis, observation scores were significantly above the other variables, confirming our basic hypothesis. Step two in the analysis revealed significance of the observation scores and the college grade point average scores. Results would suggest that learning which occurs through observation of selected principles compares more than favorably with standardized testing and grade point averages in predicting success in field based learning. (Author)

ED 265 209 TM 860 076

Plans and Activities for 1990 Decennial Census: Part I. Hearing before the Subcommittee on Census and Population of the Committee on Post Office and Civil Service. House of Representatives. Ninety-Ninth Congress, First Session.

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

PUB DATE- 25 Jul 85

NOTE- 230p.; Serial No. 99-21.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Automation; *Census Figures; Data Collection; Data Processing; Federal Programs; Hearings; *National Surveys; *Planning Commissions; *Program Development; Questionnaires; Research Design; *Statistical Surveys; *Systems Development

IDENTIFIERS- Congress 99th; *Decennial Census Procedures; House Committee on Post Office and Civil Service

This hearing, which is the first of a series of hearings on the 1990 decennial census, focuses on automation activities, pretest preparations, and proposed residency rules. Gene L. Dodaro, associate director of the General Accounting Office, calls on the committee to use special purpose tests to adequately evaluate the following: (1) potential of different types of data entry equipment; (2) questionnaires, specifically a short simplied form; and (3) procedures, including the two-stage census and multi-phase mail followups. Sherman Funk, Inspector General of the Department of Commerce, says the following improvements in Census ADP Systems development are needed: (1) long range planning group should be expanded and headed by an experienced senior executive; (2) an automation master plan should be prepared; and (3) census ADP systems development should be continuous and separate from the decennial process. John G. Keane, Director of Bureau of the Census, and Peter A. Bounpane, Assistant Director for Demographic Censuses, give an overview of the census. Also included in the hearing are an address by New York Mayor Edward I. Koch, preliminary recommendations on enumeration and residence rules, and additional material on questionnaire content and design. (LMO)

ED 265 278 UD 024 681

Nelson, F. Howard; And Others
Implementing Educational Reform in Illinois. An Analysis of the 1985 Educational Reform Legislation in Illinois.
Chicago Panel on Public School Finances, IL.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Nov 85
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; *Educational Improvement; *Educational Legislation; Elementary Secondary Education; Instructional Improvement; School Based Management; State Aid; *State Legislation; State School District Relationship; *Statewide Planning; Student Evaluation; Teacher Improvement
IDENTIFIERS- *Illinois; Illinois (Chicago); Reform Efforts

The 1985 education reform legislation in Illinois is assessed in this report. Following a summary and list of major findings and recommendations, the evaluation is divided into three main sections. The first section presents an overview of the legislation, identifies general themes, examines the reform's fiscal impact, compares the extent of reform with other states, and contrasts the scope of reform efforts to estimated need. The second section examines individual reform provisions in the areas of student assessment, student services, staff upgrading, and administrative accountability, and summarizes the fiscal impact of each provision. The third section discusses how one of the major reform provisions, which grants parents and local citizens more control over the local school budget, will particularly affect Chicago Public Schools. In general, the report concludes that expectations of rapid, dramatic change are not likely to be met. Few significant new programs have been introduced and the accountability measures enacted will have only a long term effect, it any. The report recommends that parents and citizens should take advantage of required changes in school districts to push forward their own agenda of reform at the local level. The Chicago Board of Education is encouraged to immediately implement school-based budgeting as extensively as possible; moreover, the General Assembly must maintain its reform efforts in their second year. (KH)

ED 265 224 TM 860 091

Herman, Joan
Report on the Revision of the CSE Evaluation Kit. Research into Practice Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 255p.; For related documents, see ED 058 673 and ED 175 887-94.
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Attitude Measures; *Educational Assessment; *Evaluation Methods; Evaluators; *Formative Evaluation; *Program Evaluation; Program Implementation; Statistical Analysis; *Summative Evaluation
IDENTIFIERS- CSE Evaluation Kit; National Institute of Education; *Research into Practice Project

This document describes the revision of the Center for the Study of Evaluation (CSE) Program Evaluation Kit, including planning, development, and/or revisions of specific components. The kit is a set of books, originally developed in 1978, and designed to provide step-by-step procedural guides to help people conduct evaluations of educational programs. To assure that the revision would accurately portray evaluation theory and state of the art practice, an advisory committee of five individuals was established. The committee met as an advisory board and agreed on the following changes to eight chapters: (1) Evaluation Handbook, provide orientation as to how the field has changed and emphasize on-going, internal improvement-oriented evaluation; (2) How to Deal with Goals and Objectives, change title and revise substantially; (3) How to Design a Program Evaluation, rewrite introduction; (4) How to Measure Program Implementation, add brief overview and expand discussion; (5) How to Measure Attitudes, essentially unchanged; (6) How to Measure Achievement; change title and expand discussion; (7) How to Calculate Statistics, essentially unchanged; and (8) How to Present an Evaluation Report, change title and expand. How to Conduct a Qualitative Study, a new addition to the kit, was recommended. Authors provided drafts, several of which are appended to this document. (LMO)

ED 265 238 UD 024 637

Town and School District Profiles 1983-84. Connecticut.
Connecticut State Board of Education, Hartford.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.
PUB DATE- 85
NOTE- 377p.; For the 1982-1983 report, see ED 263 224.
AVAILABLE FROM- Public Information, Room 304, State Department of Education, P.O. Box 2219, Hartford, CT 06145 ($11.50).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Federal Aid; Graduation Requirements; Private Schools; *Public Schools; *School Districts; School District Size; *School District Spending; *School Statistics; Scores; State Aid
IDENTIFIERS- *Connecticut

This report provides educators and the general public with statistics about education in Connecticut's 165 public school districts during 1983-84. Statistical summaries for each town describe community characteristics, superintendent's office information, enrollment of pupils overall and by major sub-group, proficiency test results, program offerings, staffing characteristics, funding, and expenditures. The report is divided into six sections: (1) Connecticut State totals; (2) Towns that operate school districts (listed alphabetically); (3) Towns that do not operate school districts (listed alphabetically); (4) Regional school districts (listed numerically); (5) Endowed and incorporated academies and E.O. Smith School (operated by the University of Connecticut's School of Education); and (6) Definitions and sources. (KH)

ED 265 251 UD 024 651

White, Doug

The Methodology of Comparative Education and Its Clarification as a Basis for Its Contribution to the Theory and Practice of Education.

PUB DATE- 83
NOTE- 9p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; Educational History; Foreign Countries; *Research Methodology; *Research Problems
IDENTIFIERS- Australia; Australians

This brief paper considers the historical development of comparative education and consequent problems. It is argues that the origin of comparative education was found in the possibility of being both national and supranational in one's orientation to the study of education. This has led to confusion in what is being studied and the concepts used for studying it. One methodological assumption places the nation as the determinant of educational practice, while another regards the nation as the unit through which universal educational values are delivered. The decline of the group or nation as the determiner of education has contributed to the decline of a defining element of education--the placing of young people in a tradition which gives social and moral meaning to life. The confusion about the goals of comparative education, whether it studies the different modes by which education is determined or actively seeks to destroy those modes and teach local traditions and forms instead, could become a strength. For this to happen, educators must draw upon and renew universal sources of knowledge so that people can direct the life of their community. Comparative education should study the determination of an approach to schooling by different groups, and the relationship of those groups to one another. (CG)

ED 265 265 UD 024 665

Whitehead, Clive
Government or Non-Government Schools: A British Colonial Legacy and Its Aftermath.

PUB DATE- 83
NOTE- 14p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colonialism; *Educational Policy; *Foreign Countries; *Government School Relationship; *Private Schools; *Public Education
IDENTIFIERS- Australia; Fiji; Malaysia; Singapore

This paper discusses voluntary schools in the former British colonies of Singapore, Malaysia, and Fiji, and the relevance of some aspects of voluntaryism for government schooling in Australia. The first section presents the historical background to the voluntary principle by which schools are owned and operated by non-government agencies assisted by government grants-in-aid. Voluntaryism had been an integral feature of British educational policy for several centuries, and it was exported to British territories. However, after the Second World War, British education policy in Southeast Asia was designed to expand and improve the quality of education in preparation for independence. In Malaysia, post-independence educational policy was directed toward unified multi-racial schooling designed to produce a national Malayan outlook. Singapore, in contrast, has a broader concept of a national school. Several languages are used as media of instruction and voluntary schools have retained a place in the school system. Fiji, on the other hand, retains the same voluntary system of schooling it inherited from the British in 1970 at the time of independence, partially due to the lack of government funds to promote a major development of state or public schools. The aspects of voluntaryism in schooling that would be particularly relevant to the Australian situation are the promotion of a sense of individual identity in schools and the importance of freedom of choice by parents in the schooling of their children. (CG)

ED 265 181 TM 860 029

Schuyler, Nancy
Project BEST: 1984-85 Final Technical Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-84-45
PUB DATE- 85
NOTE- 106p.
AVAILABLE FROM- Austin Independent School District, Office of Research and Evaluation, 6100 Guadalupe, Box 79, Austin, TX 78752 ($5.15 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Administrator Attitudes; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; *Instructional Improvement; *Program Evaluation; School Surveys; Secondary School Teachers; Student Records; Teacher Attitudes; *Teacher Improvement; Test Results
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Tests of Achievement and Proficiency; Texas Assessment of Basic Skills

Project Basic Effective Strategies for Teaching (BEST) is a long-range three-year staff development program designed to provide teachers and administrators in the Austin (Texas) Independent School District with a common language and instructional plan. It is applicable to all subject areas and at all grade levels. This document contains the final technical report on Project BEST, responding to the following questions: (1) What is Project BEST; (2) Were sessions implemented as planned; (3) How did staff rate BEST sessions' quality; (4) Did BEST improve instructional leadership; (5) Was Best considered useful; and (6) Has BEST accomplished its goals for 1984-85. An Executive Summary lists the major positive findings and the major findings requiring action. The appendices include materials and information on the following topics: (1) districtwide surveys; (2) staff development evaluations; (3) check of understanding; (4) BEST observations; (5) instructional nominations; (6) achievement--Texas Assessment of Basic Skills, Iowa Tests of Basic Skills, Tests of Achievement and Proficiency; and (7) district records. (PN)

Wakefield, John F.
Prediction of Interest in the Creative Arts from Scores on Creativity Measures.
PUB DATE- Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Business; Comparative Testing; Correlation; *Creativity Tests; *Divergent Thinking; Grade 5; Hypothesis Testing; *Interest Inventories; Intermediate Grades; *Performance Tests; *Personality Measures; Prediction; *Predictive Validity; Salesmanship
IDENTIFIERS- ACT Interest Inventory; DISCOVER System; Group Inventory for Finding Creative Talent

The predictive validities of (1) a test of divergent thinking, (2) an experimental measure of creative performance, and (3) an inventory of creative personality characteristics were compared by correlating scores on each measure for 19 fifth graders with scores on the ACT Interest Inventory one year later. It was expected that each of the three creativity scores would predict interest in the creative arts. Scores on the creative performance measure significantly predicted interest in the creative arts, as expected. Scores on the creative personality inventory (the Group Inventory for Finding Creative Talent) predicted interest not only in the creative arts, but also in business contact and business detail. Scores on the divergent-thinking test (Pattern and Line Meanings) significantly predicted interest only in business contact. It was tentatively concluded that the creative performance measure is (1) more accurate than the divergent-thinking tests for predicting interest in the creative arts; and (2) more specific for this purpose than the creative personality inventory. (Author)

Sistrunk, Walter E.; Sistrunk, Patricia D.
Secondary, Vocational, and Community College Teachers' Perceptions of Supervisory Behavior as Measured by the Supervisory Behavior Description Questionnaire, Form 1.
PUB DATE- Nov 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Evaluation; *Behavior Rating Scales; Comparative Analysis; *Questionnaires; Secondary Education; *Supervisors; *Supervisory Methods; Tables (Data); Teacher Attitudes; Teacher Supervision; Two Year Colleges; Vocational Education
IDENTIFIERS- *Supervisory Behavior Description Questionnaire

This study was conducted, using the Supervisory Behavior Description Questionnaire (SBDQ) Form 1, to determine if there were significant differences in the supervisory behaviors of secondary school principals, secondary vocational directors, and community college academic deans as these supervisory behaviors were perceived by the teachers in these institutions. Researchers sought to determine whether significant differences existed among the three groups' perceptions of supervisory behavior as revealed by: (1) responses to any of eight subscale scores; and (2) responses to the SBDQ, Form 1, total score or any of the three dimensional scores. The research population consisted of all Mississippi public senior high school language, social studies, mathematics, and science teachers; all Mississippi secondary vocation center academic, trade, and remedial teachers; and instructors of language, social studies, mathematics, and science in 16 Mississippi junior colleges. Data analysis showed that principals, vocational center directors, and community college deans engage in many dissimilar supervisory behaviors, at least as these behaviors are perceived by their teachers. Findings are summarized in the text and in 11 statistical tables. (LMO)

ED 265 279 UD 024 685

Butz, William P.; And Others
Demographic Challenges in America's Future.
Rand Corp., Santa Monica, Calif.
REPORT NO.- ISBN-0-8330-0420-4; Rand-R-2911-RC
PUB DATE- May 82
NOTE- 48p.
AVAILABLE FROM- Rand Corporation, Publications Dept., 1700 Main Street., Santa Monica, CA 90406 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Birth Rate; *Demography; *Educational Policy; Family Size; *Futures (of Society); Immigrants; Migration Patterns; National Defense; Population Growth; *Population Trends; *Public Policy; Residential Patterns; Social Change; *Social Services
IDENTIFIERS- *Zero Population Growth

This document examines trends in the United States population since World War II, and projects a scenario of how demographic and economic phenomena may evolve over the next several decades. The report is divided into five sections. Section 1 introduces the volume and discusses generally some of the effects of the nation's transition to zero population growth. The decline of birthrates will cause labor markets to tighten (wages will rise and unemployment will fall), but this will also encourage immigration to continue to increase. Section 2 attempts to explain why American fertility rates have changed, and argues that fertility rates will remain low, and perhaps decline. An economic model of fertility behavior is presented to explain fertility differences among couples, and the impact of the declining fertility rate on America's age structure is assessed. Section 3 discusses internal population redistribution, focusing on the increase of migrations out of major cities and to the south and west. The possible effects of these shifts on local governments is briefly considered. Section 4 analyzes the impact of rising immigration rates. Two factors are identified to explain the growth: the extreme imbalances in an increasingly international economy, and the political instability generated by the collapse of former spheres of influence. The general effects of immigration and appropriate government responses are described. Finally, Section 4 examines four areas in which massive policy changes are already underway in response to the population shifts: health care, military preparedness, Social Security, and education. (KH)

ED 265 182 TM 860 030

Project Teach and Reach: 1984-85 Final Technical Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-84-46
PUB DATE- 85
NOTE- 133p.
AVAILABLE FROM- Austin Independent School District, Office of Research and Evaluation, 6100 Guadalupe, Box 79, Austin, TX 78752 ($5.80 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Basic Skills; *Black Students; *Educationally Disadvantaged; Interviews; *Low Achievement; Mathematics Instruction; Parent Participation; Primary Education; *Program Evaluation; Reading Instruction; Records (Forms); *Remedial Programs; School Surveys; Student Records; Test Results
IDENTIFIERS- *Austin Independent School District TX; *Iowa Tests of Basic Skills

Project Teach and Reach involves six basic skills teachers, from six different campuses, at kindergarten through third grade in reading and math for low-achieving black students in the Austin Independent School District (Texas). This document contains the final technical report, responding to the following questions: (1) what is Teach and Reach; (2) was it implemented as planned; (3) what impact did the program have on student achievement; (4) was the program considered beneficial; and (5) are changes needed in the program? An Executive Summary lists the major findings and the major findings requiring action. The appendices contain a variety of materials, survey instruments and/or test results for the following topics: (1) Project Records; (2) Districtwide Surveys; (3) Staff Interviews; and (4) Iowa Tests of Basic Skills. (PN)

ED 265 196 TM 860 050

Wisenbaker, Sue; Lee, Mickey M.

A Pilot Study of the Use of the Assess Test to Predict Success on the National Council Licensure Examination.

PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; Comparative Testing; Correlation; *Educational Assessment; Higher Education; *Nursing Education; Occupational Tests; *Performance Factors; *Predictive Validity; State Standards; Testing Programs
IDENTIFIERS- *Mosby Assess Test; *National Council Licensure Exam Registered Nurses; Pearson Product Moment Correlation

The purpose of this study was to determine if a significant relationship existed between nursing students' scores on the Mosby Assess Test and the students' scores on the National Council Licensure Examination. The subjects consisted of 172 nursing students in their last semester of the Associate Degree Nursing program at the Eastern Kentucky University during 1982, 1983, and 1984. The analysis consisted of bivariate correlation using pearson product moment correlation as the technique. The results indicate that a strong positive correlation between the Assess Test scores and the scores on the National Council Licensure Examination was evident. These findings imply that the Assess Test scores can be used to successfully aid nursing students in preparing for state boards. Implications of these findings on preparing nursing students to pass the National Council Licensure Examination are discussed. (Author/LMO)

ED 265 211 TM 860 078

Ansah, S. L.
Quality Teachers: Is Testing the Answer?
PUB DATE- Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Basic Skills; *Competency Based Teacher Education; *Educational Change; Elementary Secondary Education; *Minimum Competency Testing; Minority Groups; Salaries; *Teacher Certification; Teacher Characteristics; *Teacher Evaluation; *Testing Problems
IDENTIFIERS- *National Teacher Examinations

Reasons to de-emphasize testing as a means of assessing teacher quality are offered in this paper. The following questions pertinent to teacher testing are asked: (1) Granted that teacher education is now attracting low caliber students, can the testing movement reverse the trend? (2) Is it justifiable to determine, and even predict, the quality of the end product of entry level performance? and (3) Is there a significant positive correlation between high test scores and teaching success? Correlations between NTE (National Teacher Examinations) scores and teachers' on-the-job performance are discussed. Implications of the testing movement include the following: (1) the inability of tests to improve the overall quality of those who wish to enter the teaching profession; (2) the potential for unfairly weeding out minority candidates whose test taking skills may be less sophisticated; and (3) the potential for undermining the educational reform movement by causing prospective and experienced teachers to avoid employment where tests are required. (LMO)

ED 265 225 TM 860 093

Bank, Adrianne; Williams, Richard C.

A Taxonomy of Questions, or, What the Computer Can Help You Learn about Your Students' Achievement, Attendance, Characteristics. Management of Instructional Information Systems Project.

California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 62p.
GRANT- NIE-G-83-0001-P-3
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Academic Achievement; Attendance Records; *Classification; *Computer Oriented Programs; Databases; Data Interpretation; *Educational Assessment; Elementary Secondary Education; *Information Systems; Information Utilization; *Questioning Techniques; Scores; Student Characteristics
IDENTIFIERS- Management of Instructional Information Systems

This document is divided into two parts: the first presents a taxonomy of questions designed for a hypothetical computer database; the second describes the rationale for a question oriented approach to data. This taxonomy is described as a list of questions an educator might use to find out more about the achievement, attendance, and characteristics of individual students, groups of students, or schools. Three sets of data are selected to represent the types of data generally available in schools, including student test scores, student attendance records and student characteristics. Examples of specific questions to ask of the database are given. The Management of Instructional Information Systems project at the Center for the Study of Evaluation (University of California at Los Angeles) describes the question-asking approach which means delineating those questions that are in need of answers. The taxonomy of questions is presented as it might be used by various members of the school community to develop information about students, classes, grades, special groups, or schools. The future of taxonomies of questions and their relation to the emergence of instructional information systems is discussed. (LMO)

Gary, Lawrence E.; And Others
The Delivery of Mental Health Services to Black Children. Final Report.
Howard Univ., Washington, D.C. Mental Health Research and Development Center.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- 82
NOTE- 143p.
GRANT- 1R01-MH27593
AVAILABLE FROM- Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Blacks; *Black Students; Elementary Secondary Education; *Mental Health Programs; *School Counselors; *School Psychologists; Urban Schools

This study was designed to start a data base on black mental health practitioners working with black clients. The sample group consisted of 177 (57 men, 120 women) black school counselors and 36 (5 men, 31 women) psychologists in seven predominantly black, urban public schools. The information gathered covered the following areas: (1) demographics of black counselors and school psychologists; (2) tasks performed and techniques employed by the professionals; (3) theoretical orientations of the two groups; and (4) problem areas for the practitioners and students. It was found that the black school practitioners were quite similar to other school counselors in terms of tasks performed and techniques used.

Further, black counselors and psychologists are equally divided in their beliefs regarding strategies for working with Black Students and whether these should be different from those employed with other students. The process by which an individual counselor or psychologist has entered his or her career may influence their theoretical and ideological orientations and approaches. Support and resources are needed to allow the practitioners additional time to spend with students. Finally, it was found that the perceptions of others affected the functioning of the school mental health practitioners in all measured areas. The study includes a bibliography and a copy of the questionnaire used to obtain the data. (CG)

ED 265 252 UD 024 652

Simkin, Keith

Educational Comparisons and the Educator.

PUB DATE- 83
NOTE- 19p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *Comparative Education; *Educational Research; Educational Theories; Foreign Countries; *Multicultural Education; Research Needs; *Research Problems; *Research Utilization
IDENTIFIERS- Australia

This paper examines how educational comparisons might be used by the educational practitioners, and how the educator can contribute to the comparativists' work. Currently, it is argued, a gap exists between comparative educational study and the theory and practice of education. This leads to three areas of need. First, professional comparativists need to demonstrate the kinds of comparisons they can make and their relevance to educational theory and practice. Second, researchers and practitioners need to develop a common language for interpretation of the studies of comparativists and to provide knowledge that can apply to real situations in schools. Third, practitioners need to indicate the nature and context of their practical concerns so that the relevance of comparative studies can be determined. The demand in the 1970s for multicultural education in Australia, and the use to which comparative studies were put in furthering this demand, provide a starting point to offer suggestions on improving the dialogue between researchers and practitioners. (CG)

ED 265 266 UD 024 666

Jones, Thomas A.
Private Schools and National Policy: A Comparative Study of Australia and the U.S.A.
PUB DATE- 83
NOTE- 18p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; *Educational Philosophy; Foreign Countries; Private Education; *Private School Aid; *Private Schools; *Public Education; Religious Cultural Groups; *Religious Factors; Social Bias; *Social Influences
IDENTIFIERS- *Australia; United States

This paper summarizes the findings of a questionnaire study comparing government aid to private schools in Australia and the United States. The study drew questions from those raised in a hearing of the Senate Committee on finance about tax credits for private schools. The paper covers the answers of ten Australian respondents, given in the form of composite summaries on each topic considered. It was found that Australian parents chose non-government schools largely for religious and social reasons. Government aid has had no special regulatory effects on non-government schools, but pressures for more regulation are emerging. Government schools are more comprehensive both in terms of regions served and courses. Vocational and special education curricula impose costs on the government sector which the private sector does not have to provide. However, non-government schools offer extracurricular activities for which student and teacher participation is required, unlike in government schools. Student achievement is higher in non-government schools, due to their more selective clientele and emphasis on test success. Non-government leaders believe their schools serve a fundamentally religious or ethical purpose, while the government schools accept the values of the secular culture and must be socially comprehensive if they are to achieve their social mission. The final section deals with the major differences in institutional arrangements for students and teachers in the private and public schools. The areas covered are personality development and student discipline, academic achievement, staff attitudes and activities, the issues of choice and conformity, and the classroom environment. (CG)

ED 265 280 UD 024 686

McCarthy, Kevin F.
Qs and As about the Future of the Three Rs: A Demographer's Perspective.
Rand Corp., Santa Monica, Calif.
REPORT NO.- Rand-P-6972
PUB DATE- Mar 84
NOTE- 28p.
AVAILABLE FROM- Rand Corporation, Publications Dept., 1700 Main St., Santa Monica, CA 90406 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Demography; *Educational Planning; Employed Women; Employment Patterns; *Family Size; Immigrants; Migration Patterns; *Population Growth; *Population Trends; Residential Patterns
IDENTIFIERS- *Zero Population Growth

In this paper significant demographic trends in the United States are described and anlyzed in relation to their implications for education. Focus is placed on six major trends. (1) The United States is moving toward zero population growth, and the long term prospect for school enrollment is for decline. (2) The age structure of the population is changing. The population is aging, and this may result in higher tax revenues but increasing competition for social service funds. (3) Household and family size is shrinking, and the kinds of households that are increasing most rapidly are distinctly untraditional (e.g., one-parent families and nonfamily households). Children may bring emotional, psychological, and even logistical problems to school. (4) The number of working mothers is increasing dramatically, and most children now have working mothers. There is a growing need for institutional care for pre-school aged children. (5) A new wave of immigration, almost as large as those of the early 1900s, is occurring, and this changes the characteristics and needs of student populations. (6) New settlement and migration patterns are emerging. The basic movement is now toward smaller communities, leaving major problems behind in the large metropolitan centers, and this will complicate the distribution of state educational funds to districts with very different problems. (KH)

ED 265 253 UD 024 653

Welch, Anthony R.

The Functionalist Tradition and Comparative Education.

PUB DATE- 83
NOTE- 38p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Educational Theories; History; *Modernization; *Sociology; *Systems Analysis; Theories
IDENTIFIERS- *Durkheim (Emile); *Functionalism; *Parsons (Talcott)

This paper attempts to articulate some of the basic theoretical assumptions underlying functionalism, by viewing some of the major historical chapters in the development of modern functionalist theory, and by placing the theory in a longer historical perspective. Historical continuities are argued between Durkheim and Parsons, and between Durkheim and important intellectual forbears. The common assumptions derived from the study of functionalism are then applied to a consideration of exemplars of educational research in the field of modernization theory, in an attempt to explain the direction given by the adoption of functionalist tenets. The paper includes a critique of some overt and covert assumptions of functionalist educational research and suggests some avenues for other forms of research. (Author)

ED 265 183 TM 860 032

Turner, Belinda Olivarez; Schuyler, Nancy

Pearce Academic Center for Excellence (PACE): 1984-85 Final Technical Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-84.43
PUB DATE- 85
NOTE- 38p.
AVAILABLE FROM- Austin Independent School District, Office of Research and Evaluation, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.45 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; *Achievement Tests; Attendance; Discipline; *English Instruction; Grade Point Average; *Grade Repetition; *Individualized Instruction; Interviews; Junior High Schools; Pretests Posttests; Program Evaluation; Program Implementation; *Student Records
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills

Pearce Academic Center for Excellence, Project PACE, involved one English/language arts teacher providing individualized instruction in the mechanics of basic English (e.g., parts of speech, rules on capitalization and punctuation, spelling, sentence writing, and library and dictionary skills) to grade seven and eight retainees in language arts classes at Pearce Junior High School, Austin, Texas. This document contains the 1984-85 final technical report on Project PACE, responding to the following questions: (1) what is Project PACE; (2) how well was it implemented; and (3) what effects did it have on the students? An Executive Summary lists the major findings and the major findings requiring action. The appendices include: (1) Iowa Tests of Basic Skills test results; (2) Student Records (students served, grade point average, attendance, and discipline); and (3) staff interviews. (PN)

ED 265 197 TM 860 051

Mastery Learning.
Mississippi State Dept. of Education, Jackson. Div. of Instruction.
PUB DATE- Dec 84
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Instructional Program Divisions; *Mastery Learning; Minimum Competencies; Outcomes of Education; Principals; Questionnaires; *State Programs; *Student Promotion; Teacher Evaluation
IDENTIFIERS- *Mississippi; Mississippi Education Reform Act 1982

This is the final report of an annual Mississippi study, conducted for the first time in February of 1984, which provides baseline data for measuring improvement of school practices in key arenas. Its primary goals were to identify the extent to which children master one level of course work before being advanced to the next level, to determine what may be done to assure that progression from one level to another is properly sequenced, and to examine what steps are now being taken to assure that students are progressing satisfactorily toward mastery of the material under study. For the first part of the study, a mail questionnaire was carefully constructed to obtain specific data, and it was mailed to all public school principals. Topics in the questionnaire, which also constitute sections of the report, were as follows: (1) student learning objectives; (2) monitoring of teaching and learning; and (3) decisions about student promotion. In the second part of the study, a sample of mail questionnaire responses was verified by on-site visits to selected schools. Final sections of the report include a review of state corrective actions and a summarization of expectations of principals' behavior. (LMO)

ED 265 212 TM 860 079

Catrambone, Richard; Holyoak, Keith
The Role of Schemas in Analogical Problem Solving.
PUB DATE- Aug 85
NOTE- 32p.; Paper presented at the Annual Meeting of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Concept Formation; *Cues; Higher Education; Maximum Likelihood Statistics; *Problem Solving; Research Methodology; *Schemata (Cognition)
IDENTIFIERS- *Analogical Reasoning; Analogies

In general, people seem to be poor at noticing analogies, especially when they are required to apply an analogy to a domain that is new. It was suspected that schemas influence the noticing and applying of analogies. Schemas are hypothesized to be abstract propositional structures that emphasize relationships among categories of objects rather than specific objects and their actions. Two experiments were conducted to manipulate the likelihood of schema formation and to assess the effects of schemas on analogical problem solving. Schemas were hypothesized to be abstract propositional structures that emphasize relationships among categories of objects rather than specific objects and their actions. In experiment I, instructions and the number of stories were manipulated to form a 2x2 design. The performance of two-analog comparison versus two-analog no-comparison groups suggested that a schema may aid in the noticing of analogies, but not in the application of an analogy. Experiment II was designed to investigate additional processing done by "comparison" subjects in the original experiment. All subjects in the second experiment read two analogs and wrote summaries of them, and compared or did not compare the stories. Within four resulting groups, subjects were either given the target problem or were asked to report back one week later. There was no difference in performance between the delay and no delay groups in solution rates. Results of both experiments suggested that schemas are most helpful, at least for novices, in applying analogies as opposed to the initial noticing of analogies. Analogs and problems used are appended. (LMO)

Bank, Adrianne; Williams, Richard C.

IIS Network/District Collaboration. Management of Instructional Information Systems Project.

California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 57p.
GRANT- NIE-G-83-0001-P-3
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; *Cooperative Programs; Databases; *Educational Assessment; Elementary Secondary Education; *Information Networks; *Information Systems; Questionnaires; School Administration; *School Districts; School Surveys
IDENTIFIERS- *Management of Instructional Information System; Santa Monica Unified School District CA

The 1984-85 proposal for the Management of Instructional Information Systems project indicates that a project objective was "to create arrangements through which interested individuals in districts and schools can have low cost access to both research based and field based knowledge." This document (1) provides a rationale for creating a network of educators interested in information systems and (2) lists the activities which occurred within the network. The Instructional Information System (IIS) network was created of school districts which had become involved in managing instructional change by linking testing data and evaluative data with other district operations. Activities involved in establishing a network included a questionnaire, a brainstorming session, and a survey of school districts. Also included in the report are: (1) a copy of the network newsletter; (2) a directory of networkers; (3) a report on collaboration with Santa Monica; and (4) a report of Garden City School District's experience with an instructional information system. (LMO)

Collantes, Lourdes Y., Ed.
Asian/Pacific American Librarians: A Cross Cultural Perspective. Papers of the Program of the Asian/Pacific American Librarians Association (Dallas, Texas, June 25, 1984).
State Univ. of New York, Old Westbury. Coll. at Old Westbury.
PUB DATE- 85
NOTE- 41p.
AVAILABLE FROM- Asian/Pacific American Librarians Association, c/o Lourdes Collantes, State University of New York College at Old Westbury, Box 229, Library, Old Westbury, NY 11568 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Asian Americans; Ethnic Stereotypes; *Librarians; Library Administration; *Pacific Americans; *Professional Development; Professional Recognition

Six symposium papers are included in this document. The first paper, by Henry Chang, is a brief profile of Asian/Pacific American (APA) librarians, emphasizing the need for more data on this group and the need for the group to become more assertive of their rights to equal opportunity in the field. The second paper, by Jane Katayama, addresses some of the problems confronted by APA librarians including being stereotyped into certain specialized positions and having poor communication skills as well as having a lack of assertiveness, a lack of political acumen, and insufficient representation in directorial or specialist positions. The third paper, by Asha Capoor, considers the factors which are important for achievement in the profession. The fourth paper, by Minja Lee, is an assessment of APA librarians' current status and professional achievements. The next paper, by Kanhya Kaul, is a commentary on the preceding ones and a summation of the groups' status to date. The final paper, by Bernard Kreissman, is an American, administrative perspective on the status of APA librarians, with some suggestions for dealing with the problems brought out in the other papers. (CG)

Sungaila, H. M.; Shorten, A. R.
Taking a 'Byte' out of the New Computer Induced Cultural Imperialism: A Report of an Australian Initiative.
PUB DATE- 83
NOTE- 13p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Colonialism; *Computer Assisted Instruction; *Computer Software; Curriculum Enrichment; Educational Policy; Foreign Countries; *Intellectual Freedom; Student Needs
IDENTIFIERS- Aboriginal People; *Australia; New Zealand

This paper proposes the idea that in smaller countries, such as Australia and New Zealand, computer-assisted education may be creating an era of neo-colonialism in education. The paper discusses the problems of attempting to develop and maintain intellectual and cultural independence in an age of high technology. In countries such as Australia which are on the periphery of the new technology, the number of computer-assisted instructional packages available will be limited, and will therefore be unlikely to meet the needs of the large variety of students they will be attempting to serve. As a model for an attempt to solve this problem, a description of an indigenous Australian, computer-assisted package for the teaching of Australian history in the middle secondary school is provided. This project developed an historical data base and utilized a variety of classroom stragegies designed to enable students to develop skills of historical inquiry. The paper concludes with three guidelines for the development of computer assisted materials for the schools: (1) a need for such materials must be established; (2) the public sector must participate in their development; and (3) educators must play a major role in developing these materials. (CG)

Federal Benefit Programs: A Profile. Study by the Staff of the U.S. General Accounting Office.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-86-14
PUB DATE- 17 Oct 85
NOTE- 114p.
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies $3.25 each).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Eligibility; *Federal Aid; *Federal Programs; *Program Administration; *Program Costs; Program Descriptions; *Social Services; Welfare Recipients; *Welfare Services

This document profiles 150 Federal benefit programs that provide cash on noncash assistance to persons demonstrating need or who qualify for benefits as a result of either contributions made by them or on their behalf or military service. These programs spent more than $400 billion in Federal tax dollars in fiscal year 1983, excluding administrative costs, or about 49% of the United States budget. Estimates for these programs for fiscal year 1986 are nearly $450 billion. The document identifies 150 programs, and for 91 selected programs, it (1) provides financial and other related data; (2) describes their purposes, who is eligible for them, and the benefits available; and (3) identifies the Federal agencies that administer them and the congressional committees that oversee them. These programs come under the income security function of the Federal government. They help meet the needs of people by insuring against loss of income resulting from retirement, disability, death, or unemployment of a wage earner, and by assisting the truly needy who are unable to provide for themselves. (CG)

ED 265 254 UD 024 654

Sheehan, Barry A.
Comparative Education: Phoenix or Dodo?
PUB DATE- 83
NOTE- 20p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Cross Cultural Studies; Developing Nations; *International Education; *Research Methodology; *Research Utilization

The current crisis in the field of comparative education is one of methodology: the quasi-scientific approach, which is widely used and expensively funded, necessarily jettisons a whole range of variables which are not measurable and which may well have more explanatory power. The quantitative studies have not been shown to yield anything which is of much use to teachers, researchers, policy makers, or administrators. At the same time, those researchers who adopt a more naturalistic methodology have had few generalizable insights to offer. Although much of the research has provided feedback for professional and practical education, it has largely failed in getting to the point of actually making comparisons because existing methodologies are inadequate to the task. Another major problem affecting the field has been the way in which Western values have infected the analyses of non-Western educational systems. Researchers (especially those involved with underdevelopment) have not remained scientifically neutral, have too often played advisory and advocacy roles, and have thus helped to perpetuate dependency and exploitative relationships. Comparative education should return to the goals of its pioneers, and approach the systematic study of the educational problems and proposed solutions of other countries and cultures in terms of the difficulties diagnosed in society. The tensions in the discipline of comparative education will be resolved only if it is generally recognized that the question of what can and cannot be done in the study of foreign countries is a moral one. (KH)

ED 265 184 TM 860 033

Schuyler, Nancy; Turner, Belinda Olivarez

Sunset and Sunrise: AISD's Accreditation Status 1984-85.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-84-49
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); Bond Issues; Discipline; *Educational Improvement; Elementary Secondary Education; Language Arts; Minority Groups; Program Development; *Program Effectiveness; *Program Evaluation; Program Implementation; *School Districts; Social Studies
IDENTIFIERS- *Austin Independent School District TX

Each school district in Texas must develop, implement, and evaluate the effectiveness of a five-year plan for improvement for accreditation by the State of Texas. This report summarizes Austin Independent School District's (AISD) success in accomplishing five-year goals and objectives set in 1979-80 in eight areas: language arts; social studies (elementary); minority achievement; discipline (secondary); information dissemination; bond package; program coordination; and personnel evaluation. The new five-year plan to take effect next year is also briefly described. This document responds to the following questions: (1) what is the accreditation process; (2) how was the process evaluated; (3) has AISD accomplished its five-year goals and objectives; (4) were objectives met and completed in each priority student need area; (5) were objectives met in the program discrepancy areas; (6) did students who retook the Texas Assessment of Basic Skills as tenth or eleventh graders master the test; and (7) where does AISD go from here? An Executive Summary lists the major positive findings and the major findings requiring action. (PN)

ED 265 198 TM 860 053

Phelps, Ruth H.; And Others

Application of a Cognitive Model for Army Training: Handbook for Strategic Intelligence Analysis.

LOGICON, Inc., San Diego, Calif.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-654
PUB DATE- Oct 84
NOTE- 167p.; Prepared by the Operating Systems Division of LOGICON, Inc., for the Army Intelligence and Threat Analysis Center.
CONTRACT- MDA-903-82-C-0409
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Armed Forces; *Cognitive Processes; *Evaluation Methods; Logical Thinking; *Models; Postsecondary Education; *Training Methods; Training Objectives
IDENTIFIERS- *Strategic Planning; *Strategy Training

This technical report has two purposes. One purpose is to present an end product of a multi-year research investigation into the cognitive skills involved in performing intelligence analysis. The product is a "Handbook for Strategic Intelligence Analysis" developed for the United States Army Intelligence and Threat Analysis Center (ITAC). The other purpose of this report is to summarize the course of development of the handbook so that users and training developers may better understand the Army needs that prompted the handbook development and the research on which it is based. The report begins with a discussion of the background research into the thinking processes of intelligence analysis and of the resulting descriptive cognitive model of analysis. It then briefly describes the training products that were developed based on the research findings, including the handbook. Finally, the handbook itself is provided in an appendix which is 90% of the document. The handbook is being used at ITAC as part of their training program for new strategic analysts and as a general reference guide. (PN)

ED 265 213 TM 860 080

Samejima, Fumiko

Results of Item Parameter Estimation Using LOGIST 5 on Simulated Data.

Tennessee Univ., Knoxville. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-RR-84-3
PUB DATE- Dec 84
NOTE- 240p.
CONTRACT- N00014-83-C-0457
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Computer Simulation; *Computer Software; *Estimation (Mathematics); *Item Analysis; *Latent Trait Theory; *Mathematical Models; *Maximum Likelihood Statistics; Multiple Choice Tests; Test Items
IDENTIFIERS- LOGIST Computer Program; LOGIST Estimation Procedures

In order to evaluate our methods and approaches of estimating the operating characteristics of discrete item responses, it is necessary to try other comparable methods on similar sets of data. LOGIST 5 was taken up for this reason, and was tried upon the hypothetical test items, which follow the normal ogive model and were used frequently in testing our own methods and approaches. The two sets of simulated data used are based upon 500 and 2,000 hypothetical examinees respectively. It was found out that LOGIST 5 provides good parameter estimates under certain conditions, in preference to certain other conditions. (Author)

ED 265 227 UD 024 180

Young, Christabel; And Others
Report of the Greek and Italian Youth Employment Study.
Australian Dept. of Immigration and Ethnic Affairs, Canberra.; Australian National Univ., Canberra.
REPORT NO.- ISBN-0-644-02236-8
PUB DATE- 83
NOTE- 303p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Educational Attainment; *Educational Experience; *Employment Patterns; Ethnic Groups; *Ethnicity; Foreign Countries; *Immigrants; Labor Force; Minority Groups; Non English Speaking; Occupational Aspiration; Secondary Education; Unemployment; *Work Attitudes; Youth Employment
IDENTIFIERS- Australia; *Greek Australians; *Italian Australians

The results of a study which identified the employment aspirations and needs of Greek and Italian immigrant youth in Australia are presented in this book. There are 11 Chapters, the first three of which discuss respectively; (1) research background and methodology; (2) the experience of Greek and Italian immigrant youth in Australia (a literature review); and (3) characteristics of the teenage immigrant labor force (an analysis of 1976 Census data regarding the schooling and employment of immigrant youth in Australia). Chapters 4 through 8 discuss and analyze the following demographic data; (4) ethnic language, participation, and identity; (5) the school experience; (6) the workforce experience; (7) durations of unemployment and continuous employment; and (8) job aspiration, generational change, and comparisons between geographically different samples. Chapter 9 discusses the development of a set of measures to determine attitudes to work; and Chapter 10 presents the analysis and results of the attitude measures. The final chapter is a summary and discussion of the implications of the study as a whole. (KH)

ED 265 241 UD 024 640

College-Bound Seniors Report 1984-1985.
Connecticut State Board of Education, Hartford.
PUB DATE- 85
NOTE- 30p.; For the 1983-84 report, see ED 251 586.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Academic Aspiration; *Academic Records; Career Choice; *College Bound Students; *College Entrance Examinations; *Grades (Scholastic); *High School Seniors; Private Schools; Public Schools; Scores; Student Characteristics
IDENTIFIERS- Connecticut; *Scholastic Aptitude Test

This document is the 1984-85 annual report analyzing the Scholastic Aptitude Test (SAT) scores of Connecticut's college-bound seniors and describing the students' characteristics, high school records, and college plans. The report is based on responses from public and non-public school seniors who participated in the College Board's Admissions Testing Program at any time during high school. The statistical data presented here indicate how the students' academic performance and future aspirations compare with their peers' nationwide and provides users with information to draw conclusions about future trends. A summary and analysis of the College Board's findings are given, highlighting some of the more interesting findings. This is followed by a presentation of the data in the form of tables with explanatory text. The data is subdivided into four sections: student characteristics, test scores, high school record, and college plans. (CG)

ED 265 268 UD 024 670

Need to Foster Optimal Use of Resources in the Special Supplemental Food Program for Women, Infants, and Children (WIC). Report to the Secretary of Agriculture.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/RCED-85-105

PUB DATE- Sep 85

NOTE- 113p.

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (1st 5 copies free; additional copies $3.25 each).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Children; *Eligibility; Federal Aid; *Federal Programs; Federal State Relationship; *Females; Health Services; *Infants; *Nutrition; Program Effectiveness; Program Improvement; Social Services

IDENTIFIERS- *Special Supplemen Food Program Women Infants Child; Target Planning

The Special Supplemental Food Program for Women, Infants, and Children (WIC) for fiscal year 1984 provided services to 3 million persons who met income criteria and were judged to be at nutritional risk. Because WIC has to operate within congressional funding levels--$1.36 billion in 1984--only about 1/3 of those eligible can be served. In this report, the U.S. General Accounting Office (GAO) found that improved program management is needed to derive maximum effectiveness and benefits from each dollar spent on WIC. Specifically, local WIC agencies must be made aware of the need to target program benefits to those in the most vulnerable groups, generally considered to be pregnant and breast-feeding women and their infants. GAO recommends that targeting be established as a major program objective, monitoring of state and local agency performance be initiated, and state and local agencies be encouraged to use more outreach and publicity and develop closer ties with medical sources that will refer the most vulnerable individuals to WIC. Optimal use of WIC resources can be fostered by imposing greater rigor and uniformity in establishing and using nutritional risk factors and related standards, strengthening income determination processes, and changing the way WIC funds are allocated to, and managed by, state and local agencies. (CG)

ED 265 242 UD 024 641

Berke, Joel S.; And Others
Politicians, Judges, and City Schools. Reforming School Finance in New York.
Russell Sage Foundation, New York, N.Y.
REPORT NO.- ISBN-0-87154-108-4
PUB DATE- 84
NOTE- 297p.
AVAILABLE FROM- Russel Sage Foundation, 112 East 64th Street, New York, NY 10021 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; *Educational Equity (Finance); *Educational Finance; Finance Reform; *Politics of Education; State Aid; *State School District Relationship; Tax Allocation; Urban Problems; *Urban Schools
IDENTIFIERS- Levittown v Nyquist; *New York

This book is designed to provide public officials, leaders of organizations concerned with school funding issues, and citizens active in educational affairs with information about the political, economic, and equity issues that underlie the school finance reform debate in New York State. It discusses present inequities and potential approaches to resolving school finance problems, paying particular attention to how to fund urban schools within the overall context of statewide fiscal equity and to the tradeoffs within the political and economic constraints facing the state. The introduction information about the political, describes the background for reform. The chapters which follow are (1) "Levittown v. Nyquist: Setting the Agenda for Reform," (2) "Political Factors Affecting Reform," (3) "The Economic Environment for Reform," (4) "New York State Education Aid Policy: The Formulas and Their Impact," (5) "Measuring Fiscal Capacity and Tax Effort in Urban School Districts," (6) "The Finance and Provision of Special-Needs Programs," (7) "Options for Reform: The Building Blocks," and (8) "Options for Reform: A Prototype and its Implications." The book includes the following appendices: (1) Mathematical Explanation of New York State Education Aid Formulas; (2) The Basic Prototype Formula; (3) Prototype Formula: Stage 2; (4) Prototype Formula: Stage 3; and (5) Simulation of School District Expenditures. (CG)

ED 265 255 UD 024 655

Battersby, David
Educational Gerontology: An International Perspective.
PUB DATE- 83
NOTE- 12p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Aging (Individuals); Aging Education; *Educational Gerontology; *Educational Needs; Foreign Countries; Middle Aged Adults; *Older Adults; Postsecondary Education
IDENTIFIERS- *Older Adult Programs

The educational needs of elderly people (those over 60 years) around the world are examined in this paper. First, brief attention is given to the changing demographic structure in various regions of the world, and emphasis is placed on the dramatic increases in the proportion of elderly in the world's population. Particular references are made to recent changes in the age structure of Australia and New Zealand. The educational needs of the elderly, and ways in which they are being met, are described in terms of the differing theories of R. J. Havighurst and H. Y. McCluskey. Policies and provisions in practice throughout the world are discussed next, including: legislatively supported education programs for the elderly; the elder hostel system in United States universities; the European "universities du troisieme age" (universities of the third age); the United Kingdom's Forum for the Rights of the Elderly Persons to Education; Chinese organizations which support lifelong learning; and the Wider Horizons program of New Zealand. A brief concluding section predicts that the educational concerns of the elderly will increasingly be given prominence over the coming decades, especially as the elderly themselves seek to assert their rights and access to education. (KH)

ED 265 185 TM 860 036

Chissom, Brad; Chukabarah, Prince C. O.
An Investigation of the Relationship between Item Arrangement and Test Performance.
PUB DATE- Nov 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Comparative Testing; *Difficulty Level; Graduate Students; Higher Education; Item Analysis; *Multiple Choice Tests; *Response Style (Tests); Scores; *Test Format; *Test Items; Test Reliability

The comparative effects of various sequences of test items were examined for over 900 graduate students enrolled in an educational research course at The University of Alabama, Tuscaloosa. experiment, which was conducted a total of four times using four separate tests, presented three different arrangements of 50 multiple-choice items: (1) increasing order of item difficulty; (2) descending order of difficulty; and (3) random sequence. Difficulty of the items ranged from .25 to 1.00, and test reliability ranged from .63 to .82 (coefficient Alphas). The scores represented the number of correct items; there was no correction for guessing. No time limits were set, and subjects completed all items. Frequency analyses were conducted, and the descriptive statistics indicated that there were no major differences in mean scores across the experimental replications as well as among the test forms within each replication. Results of the analyses of variance also indicated that the group means were not significantly different. It was concluded that this different arrangement of test items, based on item difficulty, neither relates to power test performance, nor affects examinees' test performance in a positive or a negative manner. However, rearranging test items on different forms may continue to be a useful way to discourage cheating. (GDC)

ED 265 199 TM 860 054

Soh, Kay-Cheng
Change, Responsibility and Teaching Behaviors: Three New Scales for Their Measurement. Institute of Education Occasional Paper No. 24.
Institute of Education (Singapore).

REPORT NO.- ISBN-9971-953-25-0
PUB DATE- Jul 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; *Attitude Measures; *Behavior Rating Scales; *Change; Correlation; Evaluation Methods; Foreign Countries; Item Analysis; *Measurement Techniques; Measures (Individuals); *Teacher Evaluation; *Teacher Responsibility; Test Reliability; Test Validity
IDENTIFIERS- Singapore

Eighty Singapore teachers voluntarily participated in the evaluation of three new scales: (1) the Responsibility Scale, which measures the teacher's sense of responsibility, willingness to take on additional new duties, and perception of being assigned duties; (2) the Change Scale which measures the teacher's acceptance of changes in life as normal happenings, and feelings toward change as enriching life experience; and (3) the Teaching Behaviors Scale, which reports the frequency of teacher reinforcement, feedback, presentation, consolidation, evaluation, and management behaviors. The efficacy of each new scale was studied by item analysis, internal consistency check, analysis of variance, and correlation with criterion measures. The Educational Attitude Scale, Teacher Locus of Control Scale, Dogmatism Scale, and Machiavellianism Scale were the criterion measures used for evaluating the validity of the new scales. With the exception of a small number of weak items, the three scales have items which show acceptable discrimination. The scales have high reliability and correlate with educational attitude and locus of control. There is evidence of concurrent as well as discriminant validity. (PN)

ED 265 214 TM 860 081

Young, Patricia L.; And Others
Self-Esteem and Employed Workers with Developmental Disabilities: A Pilot Study.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Anxiety; *Developmental Disabilities; Family Influence; *Psychological Characteristics; *Self Concept Measures; *Self Esteem; Social Influences; Socioeconomic Influences; Statistical Distributions; *Vocational Adjustment; *Work Experience
IDENTIFIERS- Chi Square Analysis; Focus Supportive Work Program; General Aptitude Test Battery; *Self Esteem Inventory

Although work, as a source of need satisfaction and self-esteem, is extremely important in our society, it has an increased meaning for people with disabilities because it permits them (and others) to perceive themselves as normal, competent citizens. This research studies the self-esteem of employees with developmental disabilities as measured by the Coopersmith Self-Esteem Inventory. Thirty-five workers with varying degrees of developmental disabilities, who had been placed in competitive employment through the Focus Supportive Work program, were surveyed after 6 to 18 months on the job. A factor analysis revealed four sub-areas to the instrument labeled self-acceptance, assertiveness-anxiety, family, and social acceptance. Frequency distributions and chi-square analyses conducted on each sub-area for the client characteristics of male/female, age, degree of developmental disability, and work experience revealed no significant difference at the .05 level for each sub-area; but two characteristics evidenced a significant difference: (1) work experience in the sub-area of assertiveness; and (2) anxiety and male/female in the sub-area of family. An overall average of 90.7 percent of the respondents exhibited high self-esteem as reflected by the Self-Esteem Inventory indicating that a program which places, trains, and provides follow-up is of considerable value in finding jobs where persons with developmental disabilities can succeed, assisting them in satisfactorily performing the tasks, and enabling them to derive high self-esteem. (Author/LMO)

Immigrant and Refugee Youth in the Transition from School to Work or Further Study. Report of Ethnic Liaison Officer Working Party No. 2.

Australian Commonwealth Dept. of Education and Youth Affairs, Canberra.

REPORT NO.- ISBN-0-644-02763-0; R-83/53
PUB DATE- Feb 83
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Adult Education; Bilingual Education; Educational Finance; *Educational Needs; *Educational Opportunities; Elementary Secondary Education; English (Second Language); Foreign Countries; Government Role; *Immigrants; Public Policy; Refugees; Social Integration; *Student Needs; *Student Welfare; Unemployment
IDENTIFIERS- *Australia

A study assessing the welfare of immigrant and refugee youth in Australia is reported on in this document, which is divided into five chapters. Chapter 1 summarizes findings and presents recommendations for government action and policy; overall, it was found that the personal, social, educational, and employment needs of the teenage immigrant population are not presently being acknowledged or met. Chapter 2 describes the background of the Ethnic Liaison Officer Working Party No.2, the government-appointed body that prepared the report. Chapter 3 reviews Australian literature on schooling and the adolescent immigrant. The review points to a need for research on the English language, education, and training needs of immigrants and refugees who arrive in Australia as young adults. Chapter 4 provides an overview of educational choices available to the immigrant student, including English as a Second Language and bilingual education programs. Chapter 5 assesses the educational needs of immigrants who are beyond the age of compulsory schooling. Problems of unemployment and acculturation are given special focus. The appendices list the Working Party's terms of reference and membership, and outline the information needs identified by the Working Party. (KH)

ED 265 269 UD 024 671

Callejas, Juan J.
The Career Guidance and Counseling of In-School Hispanics: Some Practical Theoretical Considerations.
PUB DATE- 85
NOTE- 10p.; Paper presented at the Annual Conference of the American Vocational Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Family Influence; High Schools; *Hispanic Americans; *School Counseling; *School Counselors; *Student Needs
IDENTIFIERS- *Illinois

This study attempts to describe the type and adequacy of career and occupational guidance and counseling services provided to Hispanic students in selected Illinois public high schools, and examines what types of career development theories and approaches are applicable, which ones need improvement, and what adjustments should be made to address the needs of Hispanic students. The study population consisted of 78 limited English proficient and non-limited English proficient Hispanic students, 12 career guidance counselors, four directors of counseling programs, and four persons in charge of career materials, in two urban schools, a rural school, and an inner-city area school. The primary finding was that Hispanics are, in general, the recipients of unstructured and superficial occupational guidance services due to the high pupil-counselor ratio, limited resources, varied responsibilities of counselors, and absence of a theoretical foundation for the counseling programs. Furthermore, it was found that over three quarters of the students interviewed were in the lowest educational tracks; and that while in-school personnel provided the superficial career counseling information, the more important issues were usually discussed with family and friends. The report concludes that the currently provided services are inadequate for the Hispanic population and makes recommendations to the Illinois State Board of Education for improving career counseling for Hispanic students. (CG)

ED 265 256 UD 024 656

West, Peter
How Not To Do Comparative Education.
PUB DATE- 83
NOTE- 10p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Cross Cultural Studies; *Educational Anthropology; Field Studies; *Research Methodology; *Research Skills

A respected method of studying comparative education is that of analyzing national character and assessing its impact on methods and systems of education. Like anthropologists, comparative educators must immerse themselves in a society in order to study its educational system. This analogy raises the issue of methodology, and many studies have investigated what form an anthropological study of education should take. It is generally agreed that the credibility of an ethnographic approach rests upon the thoroughness of the investigators' understanding of the larger culture. The remainder of this conference paper analyzes a 1982 article which is said to have mistakenly assumed that government aid to private schools was introduced in Australia without difficulty and that this experience was relevant to discussion of such aid in the United States. A conclusion asserts that comparative education researchers need a sound understanding of societies, and must not be over-eager in drawing comparisons between one country and another. (KH)

ED 265 186   TM 860 037

Rose, Andrew M.; And Others

Forecasting Device Effectiveness: Volume I. Issues. Final Report.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

REPORT NO.- AIR-25400-TR; AR-TR-680

PUB DATE- Jun 85

NOTE- 94p.; For volumes II and III, see TM 860 038-039.

CONTRACT- MDA-903-82-C-0414

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adults; Computer Assisted Instruction; *Evaluation Methods; Evaluation Needs; Evaluation Problems; Instructional Development; *Instructional Material Evaluation; Literature Reviews; *Military Training; *Models; Postsecondary Education; Prediction; Predictor Variables; Program Effectiveness; Program Evaluation; *Simulation; Skill Development; *Transfer of Training

IDENTIFIERS- Life Cycle System Management Model

In this first of three volumes, issues related to the prediction of the potential effectiveness of a simulator training device are reviewed, and the methods used to analyze effectiveness are discussed. The Army, which uses simulator devices for performance based weapons training, has used a process linked to the Life Cycle System Management Model to design, develop, and evaluate training devices. Review of the problems associated with previously used techniques led to the development of a new model which uses both decision analysis and mathematical modeling. These issues included: (1) the appropriateness of transfer of training as a criteria for measuring device effectiveness; (2) other measures such as skill acquisition and efficiency and transfer efficiency; (3) other variables influencing device effectiveness; (4) the data to be collected; (5) the Life Cycle System Management Model; and (6) the validation of forecasts. Findings indicated that device evaluation could be viewed within the more general context of program evaluation, in which hypotheses relate program inputs and activities to logically linked outcomes. This forecasting method was recommended for the device acquisition process when opportunities to conduct research and evaluation activities are limited. (GDC)

ED 265 200 TM 860 056

Suchner, Robert W.

Evaluating College Courses: A Causal Analysis of Factors Linking Instructors' Activities and Students' Evaluations.

PUB DATE- Apr 85

NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Evaluation Methods; Higher Education; *Questionnaires; *Student Evaluation of Teacher Performance; Teacher Effectiveness; Teacher Evaluation; Test Construction; *Test Reliability; *Test Validity; Undergraduate Students

IDENTIFIERS- *Northern Illinois University

This paper is limited in scope to the preliminary questions that must be asked about a single instrument before one can use students' impressions of their teachers as part of any diagnostic or evaluation process. The described analysis is intended as illustrative of the kinds of questions that should be obtained to demonstrate the reliability and validity of students' evaluations and to justify using their evaluations of instruction as a basis for any decisions. The characteristics of an instrument developed by the Department of Sociology at Northern Illinois University to measure the relative teaching effectiveness of faculty in the department are examined. The questionnaire consists of 36 questions. Summary measures are included for students to give their overall evaluations of both the instructor and the course. Students are encouraged to write comments on the course. The construct validity of the instrument and factors that influence the students' summary evaluations are determined. The use of the questionnaire as a diagnostic instrument in providing information concerning how individual instructors might improve their teaching effectiveness and in making comparisons among the faculty for administrative decisions regarding salary, increments, tenure, promotions and retention is discussed. (PN)

ED 265 215 TM 860 082

Avant, Anna H.
Stability of IQ: A Longitudinal Study of WISC-R Scores of Students Experiencing Learning Difficulties.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Intelligence Quotient; *Intelligence Tests; *Learning Problems; Longitudinal Studies; Performance Tests; Scores; *Test Reliability; Verbal Tests
IDENTIFIERS- *Wechsler Intelligence Scale for Children (Revised)

The stability of intelligence test scores over time was examined for the Wechsler Intelligence Scale for Children-Revised (WISC-R). Subjects included 64 children aged 6-16, who had been administered the WISC-R during prior evaluations. These students had been referred because of academic difficulties. One-third of the sample had taken the test twice, one-third three times, and one-third four times. Verbal intelligence quotient (IQ), performance IQ, and full scale IQ scores were available. Correlations and t values values were computed between the first and second, second and third, and third and fourth WISC-R administrations. Results indicated test stability coefficients ranged from .71 to .93 for verbal IQ, from .76 to .88 for performance IQ, and from .69 to .93 for full scale IQ. For the 22 students who had four testing experiences, mean scores were below average each time. Scores generally decreased slightly in subsequent test administrations. An analysis using Pearson correlations showed the following statistically significant correlations between test trials: verbal, .71 to .93; performance, .69 to .88; and full IQ, .66 to .93. It was concluded that the WISC-R is a reliable test, over time, when used with school-age children experiencing learning difficulties. (GDC)

ED 265 229 UD 024 191

Spearritt, D.; Colman, J. M.
Schooling for Newly Arrived Indo-Chinese Refugees: An Evaluation of the Contingency Program for Refugee Children.
Australian Commonwealth Dept. of Education and Youth Affairs, Canberra.
REPORT NO.- ISBN-0-644-02830-0; R-83/288
PUB DATE- 83
NOTE- 388p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; Cultural Background; Cultural Differences; Data Collection; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Indochinese; *Language Proficiency; Limited English Speaking; Program Effectiveness; *Program Evaluation; Program Implementation; *Refugees; Sampling; *Social Integration; Special Education; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Australia

This document evaluates the Australian Contingency Program for Refugee Children (mainly from Vietnam, Laos, and Kampuchea), which aimed to assist the children's English language acquisition and enable them to be integrated as soon as possible into regular classrooms. Chapters cover the following topics: (1) a description of the program; (2) areas to be evaluated; (3) the student sample; (4) data collection procedures; (5) issues in the assessment of proficiency in English, selection of appropriate measures, and results; (6) factors associated with the development of proficiency in English; (7) comparison of the refugee children's performance on literacy and numeracy skills with statewide and countrywide samples; (8) student adjustment; (9) the organization and operation of the program in different States and territories; and (10) schooling beyond the contingency program (a small followup study of the progress of refugee students as they moved into regular classrooms). On the basis of the data presented in these chapters, it is concluded that the program improved English proficiency and assisted integration but not to the levels anticipated. Recommendations are made for changes in the following areas: amount of time spent in the program; the levels of assistance to be offered, depending on student background; classroom organization; overall organization and staffing of the program; and teaching methods, curricula, and resources. Following the body of the report, 22 appendices present data collection materials. (CMG)

ED 265 243 UD 024 642

Morse, Roberta
The Black Female Professional. Occasional Paper No. 21.
Howard Univ., Washington, D.C. Mental Health Research and Development Center.
PUB DATE- 83
NOTE- 56p.
AVAILABLE FROM- Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Black Achievement; Black Employment; *Black Family; *Blacks; Black Stereotypes; *Females; Professional Personnel; *Professional Recognition; *Racial Discrimination; *Sex Role

This paper reviews the literature pertaining to the life situation of black female professionals, presents the results of a research project which investigated the attitudes of some black female professionals on various issues such as the feminist movement and balancing a career and family, and offers a discussion and summary of the data and implications for future research. The study group was a convenience sample of 12 black women professionals from Hampton, Virginia, most of whom were faculty members at Hampton Institute. An open-ended questionnaire focusing on racism, sexism, career experiences, personal and familial relationships, and sociopolitical views was administered to the group in an interview format. Each question is discussed in the report and followed by brief outlines of the responses, in some cases including quotations from respondents. In summarizing the responses, the report breaks the questions down into four categories. On the issue of racism and sexism there was a unanimous feeling that stereotypes prevailed for both black men and women, that career ascent was impeded by these stereotypes, and that the current status of black women in their fields was low. On the issue of career growth and experience, the respondents felt that opportunities were improving, that they had experienced competition with blacks and whites, and that black organizations might be helpful. When questioned concerning their personal lives, all respondents found it difficult to balance career and family and half felt they had a positive image in the community. The group's feelings about the feminist movement and the civil rights movement were varied. A brief list of references concludes the report. (CG)

ED 265 270 UD 024 672

Hispanics in the Labor Market: 1980-1985.
National Council of La Raza, Washington, D.C.
PUB DATE- Dec 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; *Demography; *Educational Attainment; *Employment Level; Employment Statistics; *Hispanic Americans; Labor Force Nonparticipants; Labor Utilization; Racial Discrimination; Salaries; Unemployment
IDENTIFIERS- Census 1980

This paper gives a brief statistical survey of the demographics of Hispanic labor force participation in the years 1980-1985. The progress of Hispanics in the labor market is hindered by their low levels of education, and they have lower economic returns on their education than whites do. Hispanic males were found to have the highest labor force participation rate of any major population group in 1984, possibly due to the younger average age of the Hispanic population. Hispanic workers were found to be largely concentrated in the areas of technical, sales, and administrative support; operators, fabricators, and laborers; and service occupations such as cooks and cleaners. It was also found that Hispanics earn the lowest wages in the labor market, with the median weekly income for Hispanic men being $319 and $327 for Hispanic women. These low wages are thought to be the result of low educational attainment, employment discrimination, and low female work force participation contributing to low family income. Hispanics were found to have lower unemployment rates than blacks, but on average 60% higher unemployment than whites. In a concluding section, Federal commitment to equal access to education and employment; policies which eliminate discrimination in the workplace; Federal employment and training programs stressing different population segments' needs; and cooperation between the public, private, and nonprofit sectors to aid Hispanics in successfully participating in the labor force are recommended. (CG)

ED 265 257 UD 024 657

Lovegrove, Malcolm; And Others

Students' Preferences for Discipline Practices in Schools.

PUB DATE- 83
NOTE- 19p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Discipline; Elementary Secondary Education; *Foreign Countries; Student Attitudes; *Student Reaction; *Teacher Behavior; *Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- Australia; Norway; United States

Using data collected in Australia, the United States, and Norway, this paper discusses teachers' utilization of disciplinary techniques. Students in each country were asked to identify, from a list of 34 teacher characteristics and practices, those which were "good" and "bad." In general, the study found that the good teacher in each country would very clearly explain why certain types of behavior are not allowed, basing the explanation on the need to maintain an appropriate learning environment. Explanations based on teacher's personal needs are less acceptable to students. Once rules have been made clear, the teacher should display consistency in acting against miscreants, but should generally remain calm and avoid harsh punishments or public admonishment. Although these findings were similar cross-culturally, a number of different responses were also found. For example, it may be inferred that Australian students are less concerned than the others about the use of corporal punishment, and they tend to be more likely to oppose the involvement of teachers with parents or other teachers when a student misbehaves. The responses from the Norwegian students reflect a disapproval of autocratic or somewhat arbitrary sanctions. Despite these differences, the greater degree of commonality across the three countries indicates that the findings of similarities may be more reliable. Thus the paper concludes with a discussion of implications of the similarities and offers possible directions for future research. (KH)

ED 265 187 TM 860 038

Rose, Andrew M.; And Others

Forecasting Device Effectiveness: Volume II. Procedures. Final Report.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

REPORT NO.- ARI-RP-85-25

PUB DATE- Jun 85

NOTE- 161p.; For Volumes I and III, see TM 860 037 and TM 860 039.

CONTRACT- MDA903-82-C-0414

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adults; Computer Assisted Instruction; *Computer Oriented Programs; Computer Software; *Evaluation Methods; Instructional Development; *Instructional Material Evaluation; Microcomputers; *Military Training; Models; Postsecondary Education; *Prediction; Predictor Variables; Program Effectiveness; Program Evaluation; Rating Scales; *Simulation; Skill Development; Transfer of Training

IDENTIFIERS- *Device Effectiveness Forecasting Technique; Life Cycle System Management Model

This report describes an analytic training Device Effectiveness Forecasting Technique known as DEFT. DEFT accounts for device effectivness in terms of several different criteria and classes of independent predictor variables. In its present form, DEFT is a series of interactive, menu-driven computer programs that provide for three levels of device evaluation. The level of analysis is chosen as a function of the type of input data that are available and the degree of diagnosticity that is needed. The report includes a DEFT User's Manual and listings of DEFT programs. (Author)

ED 265 201 TM 860 058

Broussard, Rolland L.
An Evaluation of the Cultural Bias of the Adult Performance Level Assessment.
PUB DATE- 6 Nov 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Culture Fair Tests; *Ethnic Groups; Indigenous Populations; Item Analysis; *Reading Tests; Statistical Analysis; *Test Bias; Testing Problems; Test Items; Test Theory; Test Validity
IDENTIFIERS- *Acadians; *Adult Performance Level Assessment

The cultural bias of the Adult Performance Level Assessment, Form AA-1 (APLA) was examined. The potential influence of cultural differences on scores of a major ethnic group, Acadians or Cajuns, was investigated. Assessment items most prone to produce differences in scores were isolated and administered to selected groups. No significant differences were found between the scores of the selected ethnic group of native Acadians and non-native Acadians. It was therefore concluded that the APLA was free of cultural bias relative to the ethnic or culturally different group identified as native Acadians. This conclusion applies only to the group of persons (reading levels from 4.0 to 9.0) attending adult education programs in Louisiana, since the entire population of native and non-native Acadians was not sampled. Further research with other ethnic groups would contribute to greater knowledge of the instrument's freedom from cultural bias, thus having a positive influence on its validity. (PN)

ED 265 216 TM 860 083

Drasgow, Fritz; Levine, Michael V.
Optimal Detection of Inappropriate Test Scores.
Illinois Univ., Urbana. Model Based Measurement Lab.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Jun 85
NOTE- 37p.
GRANT- N00014-79C-0752; N00014-83K-0397
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Error of Measurement; *Latent Trait Theory; *Mathematical Models; Maximum Likelihood Statistics; Measurement Techniques; *Multiple Choice Tests; Psychometrics; Response Style (Tests); *Scoring
IDENTIFIERS- *Appropriateness Measurement; Optimal Appropriateness Measurement; Polychotomous Scoring; Three Parameter Model

Optimal appropriateness indices, recently introduced by Levine and Drasgow (1984), provide the highest rates of detection of aberrant response patterns that can be obtained from item responses. These optimal appropriateness indices are used to study three important problems in appropriateness measurement. First, the maximum detection rates of two particular forms of aberrance are determined for a long unidimensional test. These detection rates are shown to be moderately high. Second, two versions of the standardized "L sub 0" appropriateness index are compared to optimal indices. At low false alarm rates one standardized "L sub 0" index has detection rates that are about 65 percent as large as optimal for spuriously high (cheating) test scores. However, for the spuriously low scores expected from persons with ill-advised testing strategies or reading problems, both standardized "L sub 0" indices are far from optimal. Finally, detection rates for polychotomous and dichotomous scorings of the item responses are compared. It is shown that dichotomous scoring causes serious decreases in the detectability of some aberrant response patterns. Consequently, appropriateness measurement constitutes one practical testing problem where significant gains result from the use of a polychotomous item response model. (Author/LMO)

ED 265 244 UD 024 643

Gary, Lawrence E.; And Others
Help-Seeking Behavior among Black Males. Final Report.
Howard Univ., Washington, D.C. Mental Health Research and Development Center.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- 83
NOTE- 128p.
GRANT- 5-R01-MH2555-04
AVAILABLE FROM- Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Emotional Problems; Employment Problems; Family Involvement; Financial Problems; *Males; *Mental Health; Mental Health Programs; *Social Support Groups

This study concerns the help-seeking behavior of black males as it relates to mental health and attempts to identify the day-to-day concerns and problems of black males, describe their help seeking patterns, and make suggestions for future research and policy development to improve black males' mental health. The sample was 142 black males, ages 18 and over, living in the Washington, D.C. area. A personal interview schedule, consisting of closed and open-ended questions, was administered and data was collected and analyzed by computation of frequency distributions and analyses of selected variables using correlational statistics and principal component factor analysis. In general, the respondents were found to be in good mental and physical health, although approximately one-fourth reported having a chronic health problem such as diabetes or hypertension. The problems most frequently mentioned by the respondents were economic or employment problems. Concerning help-seeking patterns, most of the men preferred solving their own problems and the factors influencing whether they sought outside help or not related largely to the type of problem rather than to personal characteristics. Relatives and friends were found to be important sources of help, and mothers, wives, and girlfriends were most frequently mentioned as helpers. The group was found to use formal sources of help infrequently; however, their attitude toward such help was positive. (CG)

ED 265 271 UD 024 673

Jakubowicz, Andrew
Education and Ethnic Minorities--Issues of Participation and Equity. National Advisory and Co-ordinating Committee on Multicultural Education. Discussion Paper No.1.
PUB DATE- Sep 84
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Cultural Pluralism; *Educational Policy; Elementary Secondary Education; *Equal Education; *Ethnic Groups; Foreign Countries; Government School Relationship; Minority Groups; Multicultural Education; *Outcomes of Education
IDENTIFIERS- *Australia; Australians; United Kingdom; United States

This discussion paper, reviews and examines the status of ethnic minorities in relation to their educational needs in Australia. The report outlines cultural relations in Australian society and gives brief definitions of some of the key terms and issues which are used and discussed throughout the paper. This section is followed by a consideration of the participation of ethnic minorities in the education process and the equity of the education they receive. The situations in the United Kingdom and the United States are compared with those of Australia and descriptions of government intervention in these countries are discussed. Research findings about the factors restricting access and affecting outcomes of education among ethnic minorities are then discussed. This is followed by a description of the problems which limit educational participation in Australia and a critical analysis of the Australian Participation and Equity Program (PEP). In conclusion, the report recommends some further areas for research; suggests the initiation of pilot action research programs; recommends that PEP reassess their program and organizational guidelines; and cites the importance of pre-school education in determining the outcomes of education, recommending that more attention be given to this area. A five-page list of references concludes the report. (CG)

Mizio, Emelicia, Ed.
A Call to Action. A Partnership Between Puerto Ricans, Government and the Private Sector. Puerto Rican New Yorkers.
Association of Puerto Rican Executive Directors, New York, NY.
PUB DATE- 85
NOTE- 41p.; Printed in colored ink on colored paper.
AVAILABLE FROM- Association of Puerto Rican Executive Directors, 853 Broadway, Suite 2007, New York, NY 10003.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Community Development; Criminal Law; *Economic Development; Education; Family Life; Health; Housing; Labor Force Development; *Political Power; Poverty; *Puerto Ricans; *Social Services
IDENTIFIERS- *New York (New York)

This report describes the status of New York's Puerto Rican community and calls for greater corporate, philanthropic, government and community support for change. A brief introduction argues that Puerto Ricans represent a vast resource and must be assisted in gaining their rightful access to the mainstream, for the benefit of all society. The need for social welfare programming is critical, but Puerto Ricans are not satisfied with being recipients of government "handouts." A decent salary in compensation for productive work is the goal. The introduction describes the Puerto Rican community as one of the poorest in the United States. Succeeding sections offer recommendations for action in ten different areas of concern: (1) employment; (2) economic development; (3) education; (4) housing; (5) health and mental health; (6) Puerto Rican Women; (7) families and children; (8) the elderly; (9) substance and alcohol abuse; and (10) criminal justice. The report's final section presents an essay, "We the Puerto Rican People," which discusses the role that the community itself must play in decisionmaking on policies and programs. Puerto Rican human services, it is said, have traditionally worked collaboratively with politicians and educators, but now must seek increased linkages with the profit-making sectors in the Hispanic communities. Economic improvement will not only support better human services but also minimize the need for them. (KH)

ED 265 258 UD 024 658

Okano, Kaori

Educational Issues in Contemporary Japan.

PUB DATE- 83
NOTE- 13p.; In: Comparative and International Studies and the Theory and Practice of Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (11th, Hamilton, New Zealand, August 21-24, 1983). See UD 024 646.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Entrance Examinations; College Students; Competition; Educational Practices; Educational Quality; *Foreign Countries; *Higher Education; Private Colleges; Secondary Education; Student Educational Objectives
IDENTIFIERS- *Japan

For many outsiders, Japanese education evokes a picture of exaggerated competitiveness. The whole educational process tends to be aimed at the university entrance examination, and this emphasis imposes formidable psychological pressure on young adolescents.

Preoccupied with preparation for the upper schools, Japanese educators seem to have forgotton the task of achieving the full development of individuals. This situation results, in part, from the severe competition for admission to Japan's higher-ranking universities. Regardless of family background and birthplace, a student is almost guaranteed a better life if he or she gains admission to a more selective school. Recent reform efforts, such as the 1979 University Entrance Reform, offered merely incremental changes. Once accepted at the University, however, a student's life is relatively undemanding; the function of the universities is social selection, not education. Although 76.8% of university students attend private institutions, most of Japan's private universities are poorly funded. Thus, most students study under poor conditions and pay more for less education. Finally, Japanese universities are isolated at the inter-department, inter-university, and international levels. In hiring staff, preferential treatment is always given to school alumni, and departments tend to be mutually exclusive. Moreover, the number of foreign teachers and students at Japanese universities is significantly small. (KH)

ED 265 202 TM 860 060

Harpole, Sandra; Gifford, Vernon

Factors Contributing to Achievement in Statewide Physics Competition.

PUB DATE- Nov 85

NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Achievement Tests; High Schools; Instructional Improvement; Performance Factors; *Physics; Predictive Measurement; *Predictor Variables; Questionnaires; Science Instruction; Science Tests; Scores; Sex Differences; State Programs

IDENTIFIERS- *ACT Assessment

This study was conducted to relate personal, cognitive, and school variables to physics achievement. The sample consisted of 435 students participating in the 1985 Mississippi State University Annual Physics Competition. The Student Background Questionnaire was planned and developed to collect information on each variable examined. The predictor variables studied were pupil gender, composite score on the American College Test (ACT), ACT science score, ACT math score, number of laboratories per semester, type of laboratory work (demonstrations or small group), number of physics courses offered by high school, class size, number of girls in a class, career plans, and types of mathematics courses taken by the students. The correlation between physics achievement and each variable was determined. Multiple regression was used to determine what combination of variables would serve as the best predictor of physics achievement. The best combination set of predictor variables were: composite ACT scores, sex, calculus having been taken by the student, science ACT score, number of physics classes offered by school, and the type of laboratory work. The composite ACT score was the best predictor of physics achievement. (PN)

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